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ABSTRACT

Prepared as Book Three of a focused evaluation report submitted to the North Central Association (NCA), this document presents 18 appendixes to Books One and Two, describing activities implemented by New Mexico State University's two-year branch campus at Carlsbad (NMSU-C) in response to a 1992 NCA evaluation. The following items are presented: (1) the evaluation team's report from the 1992 NCA accreditation visit, highlighting general institutional requirements, evaluative criteria, and recommendations; (2) lists of NCA special committee members; (3) NMSU-C's mission and goals statements; (4) the itinerary for a 1994 follow-up visit by an NCA accreditation consultant; (5) a report on NMSU-C's internal governance system, describing the responsibilities of eight committees and their membership; (6) a description of 1993 college-wide improvement initiatives, focusing on planning and budgeting, communication, instruction, scholarship, public service, and faculty development; (7) a 1994 proposal for a reorganization of NMSU-C's academic program; (8) a standard syllabus format, prepared in response to NCA concerns; (9) a 1994 NMSU-C advisory board meeting agenda and a sample articulation agreement; (10) a list of expected graduate outcomes; (11) the college vision statement; (12) organizational charts; (13) a student success flow chart; (14) a new student orientation guide, prepared in fall 1994; (15) a 1994 campus security bulletin; (16) a description of NMSU-C advisory committees; (17) a college wellness plan and brochures; and (18) data on learning assistance center participants from 1981 to 1995 statistics. (TGI)

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NEW MEXICO STATE UNIVERSITY
AT
CARLSBAD

APPENDIX TO
BOOK ONE & BOOK TWO

BOOK THREE

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APPENDIX I

REPORT OF A VISIT

TO

NEW MEXICO STATE UNIVERSITY AT CARLSBAD

CARLSBAD, NEW MEXICO

APRIL 27-29, 1992

for the

Commission on Institutions of Higher Education

of the

North Central Association of Colleges and Schools

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INTRODUCTION

Organization of the Report

The organization of this report consists of the following sections: Introduction, General Institutional Requirements, Evaluative Criteria for Accreditation, Team Member Suggestions, and Recommendation and Rationale.

Accreditation History

The College was established in 1950 as a branch of New Mexico State University (NMSU) as the Carlsbad Instructional Center. In 1957 the name was changed to Carlsbad Community College and in 1963 to New Mexico State University at Carlsbad (NMSU-C). The North Central Association first reviewed the College for accreditation in 1973. The campus received Candidate Status at that time and remained thus until it was granted accreditation in 1980 as an associate degree granting institution. The second comprehensive accreditation was completed in 1985 and the Commission acted to continue the College's accreditation at the associate degree level with the next comprehensive evaluation scheduled for 1991-92.

The 1991-92 comprehensive evaluation is the subject of this report.

Structure of Visit

The team consisted of four members. The team chair was assigned responsibility for verifying that General Institutional Requirements were being met and to assess Criterion One. All members were assigned various parts of Criterion Two, Criterion Three, and Criterion Four. The team functioned as a unit in developing the accreditation recommendation and the suggestions as consultant/evaluators.

Individual interviews were held with the NMSU Dean of the College of Human and Community Services and the NMSU-C Provost, administrative staff, and a representative sample of faculty and staff members and students. Four group sessions were held. They were the a) student senate; b) representatives of advisory committees, members of the Carlsbad Municipal School Board, Carlsbad Superintendent of Schools, and community residents; c) faculty; and d) support staff. The team was present during evening classes. Nearly all faculty and support staff had the opportunity to visit the team during the visit.

Scope of Visit

This is the report of a comprehensive evaluation for continued accreditation at the associate degree granting level. The evaluation was conducted for the Commission on Institutions of Higher Education by a team of four members on April 27-29, 1992.

GENERAL INSTITUTIONAL REQUIREMENTS

This section of the report is addressed to the Commission on Institutions of Higher Education and contains the opinions of the team as they relate to the General Institutional Requirements found on pages 11-17 of A Handbook of Accreditation (1992-93).

Mission and Authorization

The College has formally adopted and disseminated its statement of mission and the statement is appropriate to an institution of higher education. The College confers certificates and associate degrees and operates under formal authority of NMSU and the Community College Act of the Legislature. NMSU-C is conducting its activities within its legal limits.

It is the team's opinion that the College generally meets the mission and authorization requirement.

Educational Programs

The College offers associate degrees in recognized fields of study that contain the essential elements of general education that are appropriate to its community college mission. It offers several programs that are two academic years in length.

It is the team's opinion that the College meets the requirements for educational programs.

Institutional Organization

The College is governed by the NMSU Board of Regents which establishes and reviews policies and appoints the administrative team. The Board, administration, and faculty are individuals who are qualified both by education and experience to provide for the development and implementation of institutional policies appropriate to the institution's mission and programs. Admission policies and practices also fit the organization.

It is the team's opinion that the College meets the Requirements of Institutional Organization.

Requirements of Financial Resources

It is the team's opinion that the College meets the Requirements of Financial Resources with sufficient financial resources to support its activities. Financial statements are externally audited.

Requirements of Public Disclosure

It is the team's opinion that the College meets the Requirements of Public Disclosure through publishing and disseminating its catalog and financial reports.

Team Opinion

Based on the foregoing, it is the opinion of the team that New Mexico State University-Carlsbad satisfies the General Institutional Requirements.

EVALUATIVE CRITERIA

This section of the report is addressed to the Commission on Institutions of Higher Education and contains the opinions of the team as they relate to the four evaluative criteria for accreditation found on pages 9-24 of A Guide to Self-Study For Commission Evaluation (1992-93).

CRITERION ONE

"The institution has clear and publicly stated purposes, consistent with its mission and appropriate to a post-secondary educational institution."

The mission of NMSU-C is stated in its 1991-92 catalog on page 10. This statement is very general: "a two-year comprehensive community college"......"meet the needs of postsecondary students in the service area". Thirteen objectives are stated on pages 10 and 11. Although not labeled as purposes, the objectives are intended to fulfill the purposes of the institution. The objectives, just as the mission, are also very general: - "to offer quality education to all students".

The lack of specificity of the mission and purposes make it difficult to connect them to the college's planning and in turn to assessment of outcomes.

Discussions during the visit indicated that the College is evolving from a "branch" campus of New Mexico State University to more of a community college as stated in their mission. Funding comes from the legislature through the New Mexico Commission on Higher Education, rather than through New Mexico State University. Thus, the need to adjust objectives and/or purposes to reflect this transition from a branch campus to more of an operationally separate community college should be considered as a part of the planning process.

The mission is appropriate and its purposes are consistent with the mission.

Concern:

1. The mission and purpose of the institution do not play an adequate role in planning.

Team Opinion:

Based on the foregoing, it is the opinion of the team that NMSU-C satisfactorily states and has an appropriate mission.

CRITERION TWO

> **"The institution has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes."**

ORGANIZATIONAL STRUCTURES AND SYSTEMS

Governing/Coordinating Boards

The Morrill Act, federal legislation which created land-grant universities, is the origin of New Mexico State University. The Board of Regents is the governing board of NMSU, including NMSU-Carlsbad. The Board consists of five members appointed by the Governor with consent of the Senate for six terms. Regent meetings are held monthly with about one meeting per year on the Carlsbad campus. NMSU-C matters are processed on the Las Cruces campus through the Dean of Human and Community Services, to the Executive Vice President, to the President, to the Board.

The Board of Education of the Carlsbad Public Schools, as authorized by the legislature, serves in an advisory capacity to the Board of Regents in matters regarding NMSU-C. In particular, the duties include recommendation of annual budget, certification of tax levies with the county commissioners, conducting of tax levy elections and other matters in the conduct of the College. Minutes of the semi-annual meetings of the Carlsbad School Board were reviewed.

Interest in increasing upper division and graduate courses on the NMSU-C campus appear to be predominate. The team met with representatives of the School Board. The conversation was dominated by discussion of NMSU's lack of responsiveness for upper division courses at Carlsbad and accreditation requirements for four-year business programs. Opportunities exist for more local program articulation and other educational partnerships related to the mission of NMSU-C.

Concern:

1. The relationship and roles of the Board of Regents and local Carlsbad Advisory board respectively were not clear.

Institutional/Educational Administration

The President of New Mexico State University is responsible to the Board of Regents for hiring of administration, faculty and staff throughout the NMSU system. The NMSU-C Campus Provost reports to the Dean of Human and Community Services on the NMSU-Las Cruces campus. All policies from the Board and recommendations to the Board are implemented through the Dean, Executive Vice President and President. The Provost and other Carlsbad campus staff work directly with officials on the Las Cruces campus in their respective departments and units. Carlsbad operates as would a college on the Las Cruces campus with administrative and student support areas, but more like a department with academic matters. Written and spoken communications often include the word 'main' campus as the source of authority. This seems to lessen the local ownership of responsibility for actions.

In particular, the self-study document states that the academic programs and credit courses degrees must be approved by Las Cruces faculty. Faculty appointments also are approved by Las Cruces faculty. Faculty indicated that if they changed a course outline, they would call the respective department in Las Cruces for approval. Local campus discussions and authority seem to be minimal.

The faculty of NMSU-C is represented by two members on the NMSU Faculty Senate, a policy-making body of the University system. At NMSU-C the campus governance committees include instructional affairs, faculty affairs, student affairs, institutional affairs and senior faculty advisory. Discussions with faculty and staff, and a review of the committee minutes indicate that even though the committees exist, outcomes are minimal. Little assessment and few substantive issues were attempted. The nature of the institution with its small size, number of full-time faculty, and with most instruction late afternoon and evening, tends to limit the more deliberative discussions of institutional governance. However, most full-time faculty feel very knowledgeable about decisions and key issues and that communication about the activities of the institution is good.

Nursing faculty (5 FT, 2 PT) report through Director of Nursing. Radioactive and Hazardous Materials Technology faculty (1 FT, 5 PT) report to Director of RHMT and then to Provost. All other full- and part-time regular faculty report to the Associate Provost. This would encompass 18 full-time and 45 or more part-time during a regular semester. It is difficult for one administrator to make meaningful evaluations of this many individuals. The college does not have a uniform system of department or program chairs or directors who might traditionally assume some of the responsibilities of faculty recruitment and evaluation.

Strength:

1. The Las Cruces campus linkage provides a diversity of resources which strengthens the various campus programs.

Concerns:

1. The academic administrative structure hinders faculty recruitment and evaluation, and program review.
2. The institutional effectiveness is hampered by the perceived lack of autonomy at the local level.
3. The College's institutional research and Management Information System functions should be more of an integral part of each administrative area.

EDUCATIONAL PROGRAMS

Curriculum

The curricula programs offered at NMSU-Carlsbad support the mission and goals of the institution and satisfy the needs of a diverse student population. Programs are divided into five general areas: Associate of Arts/Transfer, Associate of Arts/Criminal Justice, Business/Secretarial, Health and Applied Science/Technology. NMSU-Carlsbad offers seven associate degrees and nine certificates. In all areas, except-Health, the requirements for a degree is the completion of sixty-six semester credit hours with courses in the sciences and social sciences and a demonstrated competency in English and math. On-the-job training, clinical practice, classroom lecture and labs are among the teaching methodologies used by the institution to achieve its academic purposes.

Course syllabi do not always have stated learning objectives reflecting the level of development expected of a postsecondary, higher educational institution. A review of course syllabi found quite a range of level of specificity and format. Few contained bibliographies. Some provided very detailed information on student grading while others were very vague about the procedures or course requirements. Each faculty member prepares a syllabus for each of the courses they are teaching. Different teachers teaching the same course can submit varying documentation, both in format and, to some extent, content. It would appear logical to standardize a format and at least the major goals, objectives, and content for each of the credit courses offered. Grading strategies and other traditionally faculty influenced differences would be preserved.

A review of the college catalog will reveal many programs, both associate and certificate, which provide prospective students with little direction as to what would constitute a logical sequence of courses for program completion. Course descriptions in the catalog do spell out prerequisites. However, it is a laborious task to review each description in order to gain a sense of what a logical, structured sequence might look like.

Program goals and objectives for many areas are not available in written form. Faculty can readily verbalize them but the institution should make it a priority to record these in a definitive manner. This would aid in program evaluation, help prospective students make decisions about program selection, and assist in recruiting.

All associate degree level programs contain a strong and easily identifiable component of general and related education courses. Faculty in the occupational/technical programs were knowledgeable and supportive of these program requirements.

Curricula changes, including new courses, course changes (description, credit, prerequisite, etc.) and course deletions are approved by the Dean's Advisory Council (DAC) at NMSU-Las Cruces thus making the curriculum development process somewhat cumbersome.

The Associate Provost must receive approval from designated individuals on the Las Cruces campus before hiring faculty to teach credit courses. This process is one that seems to put little faith in local administrators to evaluate properly and document personnel and their credentials. It seems a rather artificial hurdle particularly for the hiring of adjunct faculty.

An area which would appear to be ready for organization and direction is cooperative efforts with area high schools to develop "TECH PREP" agreements. Development of cooperative agreements have not been pursued very aggressively.

Strength:

1. General education component of occupational/technical programs well-defined.

Concerns:

1. Course syllabi do not reflect the level of development expected of a postsecondary higher education institution.
2. In some instances, the college catalog does not provide the student with recommended course sequences or when courses are typically offered.
3. There is a lack of clearly stated program objectives.

SPECIAL AND RELATED PROGRAMS

The college is sensitive to the needs and interests of the community it serves. Formal data gathering and analysis does not appear to be routine or consistent. However, because of the relatively small size of the area served and the integration of the faculty and staff with service and professional organizations, business and industry, and the general community infrastructure, the college assesses and meets many specialized training needs.

The range of instances of response to community interest and need is broad. Examples include such diverse activities as offering personal interest, non-credit topics in arts and crafts, to the delivery of a full Practical Nursing program.

It is evident the Community Service and Continuing Education (CS/CE) function is rapidly becoming more sophisticated and interested in needs assessment, curriculum development, and faculty evaluation. The coordinator of the division is involved with a committee developing a very comprehensive survey to be administered to the college's service district. Results will be used for both credit and non-credit planning.

In addition, CS/CE has implemented a fairly sophisticated system for course proposals and development, syllabi standardization, and faculty evaluation. Regular, full-time faculty deliver both credit and custom tailored courses utilizing college facilities and at the employer's work site. Written solicitations and directions to faculty for proposing new courses make it very clear that "It is not our intention to duplicate those subjects offered in the mainstream of NMSU-C courses".

In addition to cooperative efforts with regular credit programs, the CS/CE division works closely with the Small Business Assistance Center. This is another direct link to the service area of the college which has lead to specialized courses ranging from setup and management of small businesses to custom tailored courses for business and industry.

The college's efforts and accomplishments in Adult Basic Education are impressive. The coordinator of the program works with zeal, vision and dedication to the service of students in the program. Participation in the program has increased dramatically in the last two years. Wherever possible, instructional delivery is structured to bring students on the college campus. This is part of the coordinator's strategy for increasing the number of GED and ABE high school completers who continue on to NMSU-C. A tracking system is in place to assess the long term success of this and other program goals. The future of this college function appears to be significant.

The college also has a rapidly developing outreach program for single parents and displaced homemakers and the recruitment of students for non-traditional careers. The program coordinator works closely with appropriate agencies in the college's service area, as well as the ABE and CE/CS college functions to provide clients with the greatest possible opportunities for success. Services provided include intake assessment, career exploration, educational and skill enhancement, and placement assistance.

Strengths:

1. A well-organized, expanding, and effective GED and high school completion effort is being delivered by the institution.
2. The Community Service/Continuing Education Division has implemented a system of course documentation and faculty evaluation where little existed.
3. There is a strong working relationship between the Community Service/Continuing Education division and the Small Business Assistance Center.

Information Technology Programs

Surveys, including a needs assessment study conducted by all of the two-year libraries in New Mexico academic institutions in 1987 and recent student and faculty surveys confirm that both the Library and the Learning Assistance Center are providing satisfactory levels of information services.

The library's access components (acquisition/electronic) meet the information needs of the users. Telebase's "The Answer Machine", provides on-line literature searches accessing 850 databases. In March 1992, students, faculty and the public began utilization of Ebsco Subscription Service's "Academic Abstracts" CD-ROM serial index which covers 746 titles and includes the Magill Book Reviews. Training on how to conduct library research using electronic tools is available to students and faculty alike. The serial CD-ROM index is being favorably accepted by students and faculty. They are encouraged to use the new CD-ROM index since it covers all but five of the ~~1250~~ 150 titles in the Readers' Guide to Periodical Literature and much more. Computer courses and the computer center facility provide students with basic skills to access database information in the library.

The Learning Assistance Center is well-equipped to meet student learning support needs with sufficient number of equipment which includes: cassette tape player/recorders, Apple II computers, contained reader machines, a closed-caption decoder unit for the hearing impaired a visagraph contained reader and a Perkins brailler to name a few. The campus information infrastructure service units (library, computer center, learning resource center, etc.) are sound and instructional needs are adequately met.

Strengths:

1. A large number of computers are available to support instructors.
2. Learning support services offers the necessary programs and are accessible to all students.

SUPPORT PROGRAMS

Student Services

Through the Student Services office at NMSU-C, students are provided with a variety of support programs that are beneficial to both educational and personal growth. The leadership of this office is visionary and the staff is knowledgeable and student oriented.

The Student Senate at NMSU-C is an active and viable organization that adds depth to the lives of its students. Special programs with outside speakers on topics such as interviewing and resume writing provide life-long learning components to educational goals, while all-campus barbecues, movies night, and other activities enhance social interaction skills. There is a diverse representation on the Student Senate in major areas of study, age, and sex. They are a very positive group who are pleased with the education being received and the interest the faculty displays in the students' success.

There is no position totally dedicated to student counseling even though national norms recommend one counselor for every five hundred students. Also, visits with students found that academic advising is not well-structured. Students get to know who will help and that determines advisee selection. With the number and diversity of degree and certificate programs being offered, coupled with the lack of catalog specificity for course sequencing, it is very important that academic advisement of students be improved. NMSU-C should consider assigning the responsibility of academic advising to full-time faculty so that their expertise and guidance could be effectively utilized.

Strength:

1. The Student Senate has provided activities to enhance lifelong learning skills of leadership and development.

Concern:

1. Faculty responsibilities for academic advisement are unstructured and voluntary.

Administrative Services

The registration system of NMSU-Las Cruces implementation at NMSU-C is appropriately designed to accommodate students without burdensome time constraints. However, other services needed by students, such as withdrawing from classes, dropping and/or adding classes, or obtaining copies of official transcripts, are extremely ineffective because of the requirement to process these through the NMSU-Las Cruces campus rather than locally.

There is a very sound financial aid program with a low deficit rate in place at NMSU-C. Because of the population and employment trends in Eddy County, the dollar amount of financial aid has steadily grown and is expected to continue expansion in the future. The financial aid officer is especially attuned to the needs of students. However, the officer is hampered and service to students reduced because of unrealistic time constraints caused by the main system of financial aid reporting being designed and located on the Las Cruces campus.

Placement testing, interest inventory testing, special entrance testing (TABE), and job placement are being provided but at reduced effectiveness due to combined responsibilities of the Student Services staff.

Strength:

1. The Student Services staff is knowledgeable and student oriented.

Alumni Programs

NMSU-C has minimal alumni activities and data. It would seem that NMSU-C would benefit from an alumni association to further assist in student recruitment and retention, scholarship funds, and other activities to serve either the alumni or promote NMSU-C. Alumni surveys could be conducted for input on employment status, salary levels, and reactions to education.

RESOURCES

Human Resources

Students

NMSU-C had consistent student enrollment increases the past few years. Twenty-five percent of the student body is made up of minorities. The average age is 30.5. The open-door policy of the college leads to diverse educational abilities of the student body. Student services recruit area high school students through career days/nights, local visits, and advertising. There is a program to recruit the non-traditional student. Continual contact with regional businesses and industries extends educational opportunities to those already employed but who need training for job improvement and/or advancement. Verification of educational abilities and other needs of the student body is also minimal.

Concern:

1. The institution lacks a comprehensive coordinated plan to attract students to its various programs.

Faculty

There are twenty-three full-time and fifty-eight part-time faculty at NMSU-Carlsbad. Nearly nine percent of the faculty represent minority groups. Twenty-two part-time faculty teach in programs where there is no full-time faculty. All part-time faculty are approved by appropriate personnel at Las Cruces. Of the twenty-three full-time faculty (twelve are males and eleven are females), four hold PhD degrees, seventeen hold master degrees and two hold bachelor degrees. The credentials of the faculty, both full-time and part-time, indicate that they are well-qualified and teaching in the appropriate areas of their expertise. Full-time faculty positions are classified as follows: Professor, Associate Professor, Assistant Professor and Instructor.

Administrative and Support Staff

The administrative staff operate a wide variety of non-credit programs and services of the College and oversee the credit offerings, student services, physical plant and fiscal operations. Interviews and examination of documentation indicates that the administrative staff, despite the wide array of duties assigned to certain personnel, are qualified to carry out their duties as designated.

The support staff of NMSU-C include the personnel in the Library and Media Center, Career Development Center, Learning Assistance Center, financial aid, admissions, registration, bookstore, Single Parent/Displaced Homemaker, student affairs, maintenance staff, and technicians. The support staff are knowledgeable of and dedicated to fulfilling the goals of the

College. Many support staff volunteer for committees, pursue additional education and take advantage of seminars and workshops. Although some areas of the college may be understaffed, the dedication and caring attitude of the support staff contribute greatly to the satisfactory learning environment perceived by the students. The competence of the support staff is demonstrated in their accomplishment of duties and the desire of many to be involved in professional development.

Strength:

1. The support staff provide services in an effective manner.

Physical Resources

Plant Resources

The college is located on a campus of approximately forty acres of land on the north edge of Carlsbad, New Mexico. Its physical facilities consist of a modern and attractive structure composed of just under 120,000 gross square feet. Housed within the facility are attractive and well-equipped classrooms and laboratories, student recreational facilities, including a small gymnasium, and faculty and administrative support areas. There is a unique and attractive interior courtyard for students which includes a Greek amphitheater and sun deck.

The occupational/technical programs are housed in large laboratory facilities, all of which appeared to provide adequate room and equipment for the number of students in the individual programs. Recent renovation has taken place to handle the Practical Nursing and Radioactive and Hazardous Materials programs.

Some additional attention should be paid to minor repairs such as cracked floor tiles, loose wall coverings, and standard housekeeping.

The college is moving toward an expansion of the present facility. The stated purpose of the expansion is to provide additional educational facilities because present ones are full at prime times. Observation by team members concluded that class size and room use should be studied more thoroughly before committing to this project.

Strength:

1. The college's facilities are attractive, and most areas well-equipped and adequately accommodate the present academic and student support services.

SUPPORT AND EQUIPMENT RESOURCES

The college has computer classrooms and labs with a total number of 129 student work stations. Additionally, there are seventeen faculty with office computers and twenty-four administrative computer work stations.

The Library and Media Center services are directed toward the institution's mission statement. There are, additionally, goals and objectives printed in the library guide as well as in various campus publications such as the catalog. The library is in an attractive facility with leisure reading areas, carrels and tables, computer and typewriter stations and a media production/darkroom area. NMSU-Carlsbad's library holds 22,319 items, well into the range of 'excellent' for an institution with 500 FTE, according to C & RL News. The library networking includes the use of a FAX machine for interlibrary loan requests, use of OCLC at the NMSU-Alamogordo library to locate materials available through interlibrary loan, and direct dial-access to the on-line catalogs of several regional libraries.

The Learning Assistance Center has been in existence since Fall 1981 it serves 500 students and other adult learners each semester, providing multiple learning options to accommodate learner preference and style. Direct one-on-one or small group tutoring, formal classroom training, computer-assisted instruction, video instruction, and self-paced instruction, is provided to anyone entering the Center. Special assistance is available to the handicapped and other special-needs learners. Free diagnostic skills assessments are performed, career and financial aid assistance is available and vocational training opportunities are offered in the Center each semester. All services are publicized and efforts are made to attract community adult learners. An Advisory Board, which meets once each semester, assists the Service Coordinator in the planning and implementation of programs. The Board is made up of two faculty and twelve to fifteen representative community and business people.

Strength:

1. The Learning Assistance Center utilizes needs surveys and an Advisory Board with diverse membership of business, community, and faculty in being responsive to the changing needs of the students.

FINANCIAL RESOURCES

NMSU-C is in sound fiscal condition with current revenues totaling nearly $3 million. NMSU-C's major source of funds are state appropriation (60%), tuition and fees (15%), local levy (14%) and other sources (11%). The fund balance carryover has been nearly $200,000 or approximately 10% of the operational budget the past two years.

The NMSU Las Cruces budget office acts in an advisory and control capacity in preparing and monitoring NMSU-C annual budget. Budget officers in the system meet twice a year and the current system is being revised on all campuses. Next year more budget information should be available on-line.

External audits are done by NMSU as a system. Internal audits are done periodically of various units. The last internal NMSU-C audit was in June, 1991. A review of these audits indicate no unusual or major concerns.

The budget planning process and budget report are undergoing review by the new campus Provost. Past years involved little input from staff and the budget report contains few lines. Discussions occurred with the faculty and administration staff in the development of next year's budget. Also, each program area and administrative area will be broken out in the new budget. This should improve the ability to tie financial resource to academic and other outcomes. The College lacked a written strategic planning document that connects institutional objectives and the budget. The financial resources of the College are sufficient, but as the College matures, clear understanding by staff of the relationship between program objectives and cost would enhance the prioritization of activities.

Strength:

1. The college has demonstrated it can financially meet its mission.

Concern:

1. The college's planning and budget functions lack coordination and integration in the college's mission.

Team Opinion:

Based on the above, it is the opinion of the team that New Mexico State University-Carlsbad meets Criterion Two.

CRITERION THREE

"The institution is accomplishing its purposes".

STUDENT ACADEMIC ACHIEVEMENT

While the students at NMSU-C indicate a satisfaction with the education being delivered and the faculty of the institution, an academic assessment plan would strengthen the student connection between student abilities and goals and learner outcomes. Only a minimal amount of statistical information is currently available to determine the educational level of the student upon initial entry; the determination of student support programs appears to have little correlation to the data. Additionally, there is no conclusive evidence of the results of the support programs that are in place.

Furthermore, there is no decisive data available to determine if students are achieving specific goals. The significant problem is that a majority of students enrolled are coded as "undeclared" majors; therefore, it becomes impossible to determine if specific program goals are actually being accomplished because no program code is on the student's record. Coupled with this is the fact that academic programs have no consistency in written measurable objectives.

A comprehensive student assessment plan is needed for all aspects of the college, such as: recruitment, admissions, incoming student abilities and educational goals, special programs, academic program objectives, alumni, employment needs, and graduate placement. This data would aid in the documentation of NMSU-C fulfilling its mission statement through measurable outcomes assessment.

Strength:

1. The students indicate strong satisfaction with faculty in and out of the classroom.

Concerns:

1. Program assessment and evaluation should feed more directly into the planning process and in turn into the budget.
2. There is no concrete data collection of the educational goals and/or abilities of students entering NMSU-C; therefore, no measurable outcomes of academic achievement can be determined.
3. Assessment of student academic achievement is not well-defined.

STUDENT DEVELOPMENT

NMSU-C has strived to enhance the lives of students through an integral Student Senate that provides opportunities for leadership development, financial responsibility, and creative agendas. There is evidence that students of all ages, race and sex are welcome to participate and treated as important viewpoints of the organization. A designated person in Student Services, assigned the responsibility of the Student Senate, would help provide direction and continuity could be maintained. Under proper personnel guidance, new student programs (i.e. intramural sports, health/wellness) could be considered. In addition assessment instruments could be developed and used to gather input from both alumni and current students.

Minimal personnel were assigned counseling duties in Student Services. Responding to student differences such as ethnic backgrounds, single parent families, chemical abuse, and inadequate educational backgrounds could be enhanced by strengthening the organizational assignments in Student Services.

Also, academic advisement being carried out primarily by Student Services staff appears to be less than effective given the number of students and educational programs being offered and transfer courses taught. Academic advisement typically is the responsibility of the faculty as they are better prepared to provide students with degree and course New Mexico information.

Concern:

1. Development of student program goals and objectives, and evaluation services need more delineation.

PROGRAM QUALITY

NMSU-C undertakes assessment testing, evaluations and surveys for purposes of gathering information to measure the quality of education offered to students. In general, however, there is little evidence that a meaningful and coordinated evaluative process exists including the review of non-technical programs. Student evaluations of instructors are optional. The current outcomes assessment plan is not tied to a strategic plan for institutional improvement.

Each occupational/technical program is evaluated every five years. Review of recent program evaluation reports revealed that the program objectives and a standard response format are not always adhered to when preparing the written report. Further, there appears to be a need to develop and implement a method by which follow-up outcomes data (i.e., program completer and data from employment surveys) are utilized in a meaningful way.

Strength:

1. The Associate Degree Registered Nurse Program is approved by the State of New Mexico Board of Nursing and by the Nation League of Nursing.

Concerns:

1. A review of some program advisory committee minutes found little more than discussion of what courses should be offered for an upcoming semester and what faculty would be available to teach.
2. The occupational and transfer program reviews do not follow a standard process.

FACULTY ACCOMPLISHMENTS

Promotion and tenure are available to those faculty members who meet the criteria for promotion and tenure as set forth in the university's policies and procedures. Each faculty member is responsible to the Associate Provost for Instruction in fulfilling his/her responsibilities. Performance evaluation of each faculty member occurs once a year. A written self-evaluation, with goals and objectives to be met, is submitted by the faculty member to the Associate Provost of Instruction. Student evaluations are optional. Each fulltime faculty member schedules a minimum of ten office hours per week for student assistance.

The faculty at NMSU-C is very active in leadership roles in professional organizations and community services. Professional activities include attending and participating in state and regional workshops and other functions which support their personal and professional development and thus enhances the image of the institution. The student body is enthusiastic in its strong support and respect for the faculty. Outstanding teacher of the year awards are bestowed each year on both full-time and part-time faculty and after five continuous years of employment, full-time faculty are honored with service awards.

PUBLIC AND COMMUNITY SERVICE

The college makes its facilities and services available to a wide variety of functions. Activities include hosting local and regional meetings of service organizations, providing meeting rooms for local business and industry, hosting free workshops on job seeking strategies, personal skills assessment, and non-traditional career opportunities.

The college also provides a wide variety of non-credit course offerings ranging from arts and crafts to specialized industrial training programs. The college appears to be attuned to its role as provider of a wide range of services other than standard credit offerings.

Strengths:

1. Rapidly growing and expanding A.B.E. Programs.
2. The community has demonstrated strong support through the Carlsbad Foundation, donated equipment and in-kind gifts and participation in institutional activities.

INSTITUTIONAL CLIMATE

There are numerous student organizations including a Student Senate, a business club (BIZAZZ), a student newspaper, the honors society Phi Theta Kappa and a Student Nurse Association. Faculty participate in the decision-making process through the institutional committee structure. Committee assignments are made on the basis of the individual faculty's diversified expertise and interests. While there appears to be broad-based expression of satisfaction from both students and faculty as to the level of support by the institution, a comprehensive survey of alumni, and day and evening students should be undertaken to assess student recommendations for curriculum changes and support services. Such information and data would facilitate a planning process aimed at reviewing the mission statement and developing educational goals for institutional effectiveness.

Strength:

1. Through the committee system, including the Institutional Affairs, Faculty Affairs, and Instructional Affairs

Committees, faculty have a significant role in the development of educational programs.

EQUITY AND DIVERSITY

Neither the college catalog nor the student handbook contain the written Student Code of Conduct, Discipline Policies, or Grievance Procedures. In order to communicate openly student rights and procedures in these matters, the policies should not only be included in official publications,- but should also be included in orientation programs.

Concern:

1. The college catalog and student handbook do not contain the Student Code of Conduct, Discipline Policies, and Grievance Procedure.

Team Opinion:

Based on the above, it is the opinion of the team that NMSU-C is accomplishing its purposes.

CRITERION FOUR

"The institution can continue to accomplish its purposes".

COMMITMENT TO THE SELF-STUDY PROCESS

NMSU-C undertook an involved and lengthy self-study process which began in 1989 and was concluded at the end of 1991. Nearly fifty employees of the institution gave of their time and expertise to the preparation of the study. The Self-Study report was lengthy and descriptive.

While the institution has developed a student outcomes assessment program, as described in the Self-Study, there is little evidence that the findings of the self-study process itself will be integrated into a planning and budget process. Information and data do not appear to be tied to a strategic plan with institutional priorities, whereby goals/objectives are redefined in order to move the college forward into the future.

Strength:

1. A large number of people, as represented on the Steering Committee, was responsible for the development and review process of the Self-Study, undertaken in 1989 and completed in December, 1991.

Concerns:

1. The Self-Study did not provide a guide for institutional improvement.
2. The Self-Study process should involve more assessment.

FOCUS ON THE EDUCATION OF STUDENTS

NMSU-C positions the student at the very core of its existence. Administration, faculty, and staff are all very student-oriented and understand that the education of students is the indispensable mission of the institution. Existing students, both degree seeking and non-degree seeking, are confident that the college is providing education which will add quality to their lives. The business and industrial sectors of the educational territory that the college serves has continually exhibited endorsement of the caliber of employee NMSU-C graduates. Those with educational deficiencies find the college very responsive to individual needs. While programs that focus on student education are in place, it is exceptionally difficult to ascertain their effectiveness because assessment data is exceedingly limited.

STABILITY AND RESILIENCY

The College is in a position to maintain a continual growth of students and services to the community. The College will need to organize and foster a program of active involvement by alumni, business, industry and community leaders in the long-term strategic planning of the College. The flexibility and expediency of the College to accommodate the needs of its constituent groups will play a major ongoing role in the stability of the College.

MECHANISMS FOR EDUCATIONAL SELF-IMPROVEMENT

Program evaluation may take several forms. For the occupational/technical offerings, a state mandated procedure is used. It includes a self-assessment and on-site validation visit by state department of education personnel. This occurs every five years for each program. The Nursing program is accredited by the National League of Nursing. It is also approved by the New Mexico State Board of Nursing as is the Practical Nursing program.

For the transfer oriented programs and courses, there are no state mandated procedures. NMSU-Las Cruces faculty seemed to provide the standard in terms of course content and transferability. However, little emphasis was placed on learner outcomes or other typical assessment procedures.

There does not appear to be a system for consistently gathering and analyzing enrollment data, program costs, graduate success, employment needs, student goals, or employer satisfaction in a timely and coherent manner. This would typically be part of a self-assessment program.

The organization and use of program advisory committees is a function which should be reviewed and given more structure. Documentation indicated a dearth of formal meetings and fairly weak agendas in several areas. As some faculty indicated, it is a small community and they can pick up the phone or get in a car and visit individually with members to discuss programs and needs. However, there is much to be said for formal meetings with meaningful agendas and accurate minutes. With the apparent move to open input to the budget-making process, the documentation of these committee recommendations should become much more important. Committee members can be an excellent group to involve in developing and revising program and course goals and objectives.

A STRONG PLANNING EFFORT

NMSU-C should review its total concept of strategic planning to include coordination of budgeting within the institutional community. While the college has written a five-year historical plan, the proactive technique to guide its direction into the future has basically been neglected. Dialogue among constituencies has been minimal. Input from the Carlsbad administration, faculty, staff, alumni, business/industrial community, and advisory boards, plus personnel on the NMSU-Las Cruces campus, all need to be a part of the strategic planning. The strategic plan should include extensive supporting data.

Concern:

1. The college's strategic planning needs to be reviewed and updated involving the total college community.

Team Opinion:

Because NMSU-C is a stable institution and basically financially sound, the team holds the opinion that NMSU-C will continue to accomplish its purposes.

TEAM MEMBER SUGGESTIONS

This section is addressed to the College and contains suggestions made by team members in their role as consultants. These suggestions are not directly linked to meeting the evaluative criteria.

1. The college mission statement and purposes should be formally reviewed.
2. The college should develop better documentation of teacher effectiveness.
3. A facilities/room utilization study, including a review of the location and responsibility for various programs and services, should be undertaken.
4. A standard format for course syllabi should be considered.
5. An alumni survey needs to be conducted as part of evaluating student outcomes.
6. A comprehensive student survey of both day and evening students needs for support services should be conducted.
7. Consider establishing a physical focal entry point for visitors and enhancing the signage for the campus.
8. The college should address the minimal level of student counseling being provided.
9. The student registration process and records available needs to be more responsive to student needs and requests.

10. Faculty and administrative professional development related to their respective disciplines and program responsibilities should be heightened.

RECOMMENDATION AND RATIONALE

The team's recommendations for action, including its recommendation to continue the accreditation of New Mexico State University-Carlsbad, are shown on the attached Worksheet for the Statement of Affiliation Status (SAS).

Continued accreditation is recommended because the institution adequately fulfilled the criteria for accreditation and has in place the resources and procedures to sustain continuity of its mission. The institution's enrollment is growing; however, it has been slow to implement student academic achievement, institutional assessment instruments, and planning documents that will help it to adjust better to changes, strengthen its programs, and meet its mission and purposes at a higher level of excellence.

Therefore, the recommendation contained in the SAS is that the accreditation of the College be continued, that an evaluation occur in 1994-95 focusing on student academic achievement, program quality, and institutional administration, and that the next comprehensive evaluation be scheduled for 1998-1999.

WORKSHEET FOR STATEMENT OF AFFILIATION STATUS

INSTITUTION: NEW MEXICO STATE UNIVERSITY AT CARLSBAD
1500 University Drive
Carlsbad, NM 88220

TYPE OF REVIEW: A comprehensive evaluation for continued accreditation at the Associate's (arts and sciences and vocational-technical curricula) degree-granting level

DATE OF THIS REVIEW: April 27-29, 1992

DATE OF SAS: August 23, 1985

COMMISSION ACTION:

CONTROL: New Mexico State University at Carlsbad is a public institution. It is part of New Mexico State University.

Institution *Recommended Wording*: NO CHANGE

Team *Recommended Wording*: New Mexico State University at Carlsbad is a public institution. New Mexico State University at Carlsbad operates under the policies of the Board of Regents of New Mexico State University.

STATUS: New Mexico State University at Carlsbad is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Accredited: 1980-.

Institution *Recommended Wording*: NO CHANGE

Team *Recommended Wording*: NO CHANGE

EDUCATIONAL PROGRAMS: The University offers programs leading to Certificates and the Associate's (arts and sciences and vocational-technical curricula) degree. It also offers credit courses not part of these programs.

Institution *Recommended Wording*: NO CHANGE

Team *Recommended Wording*: New Mexico State University at Carlsbad offers programs leading to Certificates and the Associate's (arts and sciences and vocational-technical curricula) degree. It also offers credit courses not part of these programs.

LOCATIONS:	The University offers courses and programs at its campus in Carlsbad, New Mexico; some courses are also offered at various sites within the state.
Institution	*Recommended Wording*: NO CHANGE
Team	*Recommended Wording*: New Mexico State University at Carlsbad's programs are offered on the Carlsbad Campus and within Eddy County.
STIPULATIONS:	None.
Institution	*Recommended Wording*: NONE.
Team	*Recommended Wording*: NONE.
REPORTS REQUIRED:	None.
Team	*Recommended Wording*: NONE.
FOCUSED EVALUATIONS:	None.
Team	*Recommended Wording*: New Mexico State University at Carlsbad is scheduled for an evaluation in 1994-95 focused on its student academic achievement and program quality and its institutional administration.
COMPREHENSIVE EVALUATIONS:	New Mexico State University at Carlsbad's most recent comprehensive evaluation occurred in 1984-85. Its next comprehensive evaluation is scheduled for 1991-92.
Team	*Recommended Wording*: New Mexico State University at Carlsbad's most recent comprehensive evaluation occurred in 1991-92. Its next comprehensive evaluation is scheduled for 1998-99.

APPENDIX II

NCA SPECIAL COMMITTEES MEMBERSHIP

FOCUS VISIT COMMITTEE

Doug Dinwiddie, Assoc. Professor of Social Science, Chair
Sharon Souter, Director of Nursing, Co-Chair
Dr. Doug Burgham, Provost, Ex-Officio
Dr. Sonia Cowen, Assoc. Provost for Instruction
John D'Mura, Professor of Biology and Physics, Academic Interests Committee
Mike Hornsby, Assoc. Professor of Mathematics, Steering Committee
Fazal Haq, Assoc. Professor of Computer Science, Institutional Planning/Assessment
Rita Woodfield, Assoc. Professor of Secretarial Administration, Instructional Resources
Larry Lunsford, Asst. Professor of Welding, Student Interests
Tom Rodgers, Assoc. Professor Business and Accounting, Faculty Interests
Fred Bloss, Asst. Professor of Mathematics, Faculty Senate
Anita Franklin, Staff Interests

STUDENT ACADEMIC ACHIEVEMENT ASSESSMENT COMM.

Sharon Souter, Chair
Doug Dinwiddie, Co-Chair
Dr. Sonia Cowen, Assoc. Provost for Instruction
Michael Cleary, Asst. Provost for Student Services
Loretta Gould, Professor of Nursing, Academic Interests Committee
Judith Moore, Professor of English, Faculty Interests
Barbara Stafford, Asst. Professor of Nursing, Institutional Planning/Assessment
David Swenson, Asst. Professor of Computer Science, Instructional Resources
Pat Landreth, Administrative Asst. to the Provost, Staff Interests
Margaret Lovelace, Instructor of Social Science, Social Science
Lynn Wootton, Student

PLANNING COMMITTEE

Sharon Souter, Co-Chair
Doug Dinwiddie, Co-Chair
Dr. Sonia Cowen, Assoc. Provost for Instruction
Michael Cleary, Asst. Provost for Student Services
David Swenson, Asst. Professor of Computer Science
Will Anne Ricer, Asst. Professor of Nursing
Rita Woodfield, Assoc. Professor of Secretarial Administration

MISSION STATEMENT REVIEW/REVISION COMMITTEE

Sharon Souter, Co-Chair
Doug Dinwiddie, Co-Chair
Dr. Doug Burgham, Provost
David Swenson, Asst. Professor of Computer Science
Joan Hunt, Asst. Professor of English
Bill Gallegos, Asst. Professor of Mathematics
Larry Lunsford, Asst. Professor of Welding
Paul Sandford, Asst. Superintendent for Instruction, Carlsbad Municipal School District
Linda Aycock, Acting Director of College of the Southwest, Carlsbad Branch
John Mills, Exective Director, Carlsbad Foundation
Kathy Mikels, WIPP

APPENDIX III

MISSION

The mission of New Mexico State University at Carlsbad is to provide access to quality post-secondary education to the people of southeastern New Mexico and support to the economic and cultural life of the community. We value cultural diversity, the worth of the individual, and social responsibility. The programs of the college cultivate these values in the individual and foster a spirit of open inquiry, expression, and responsible citizenship in accordance with democratic ideals.

NMSU-C's STATEMENT OF GOALS AND PURPOSES FOR 1994 - 2000

- Promote and maintain open and productive interaction with academic and administrative departments of NMSU in order to achieve constant quality improvements in our services to students and employees.
- Prepare students to become good citizens, earn a living and contribute to the quality of life in a complex global society by offering courses and programs which
  - Encourage enrollment of students from a diversity of cultures.
  - Maintain transferability of credits to other educational institutions.
  - Provide technical and vocational, certificate and associate degree programs that meet specific occupational needs of the community.
  - Provide non-credit courses in a wide variety of areas for personal enrichment, socialization with friends and development of hobbies and practical skills.
  - Provide education and training for local business clientele.
  - Provide developmental education to prepare academically under prepared and disadvantaged students for success in traditional college classes.
- Serve as a community and cultural center by
  - Promoting knowledge and appreciation of this community's ethnic and cultural diversity, as well as its place in the global community.

  - Contributing to the cultural activities of the community by sharing the resources of the institution, and by acquiring and promoting programs that enrich the community's awareness and appreciation of its culturally diverse population.
  - Providing training and opportunities for participation in and appreciation of a variety of creative arts.

- Provide services that support the educational, personal and professional development of each student.

- Enhance and promote active partnerships in the economic development and vitality of the community.

- Continue the assessment and evaluation of existing programs and make adjustments when and where necessary to ensure continual quality improvements.

- Assess, plan, implement and evaluate the development of new programs.

- Recruit competent personnel at all levels who will work both independently and in teams to achieve the goals of the college.

- Provide an environment that emphasizes and encourages the worth and development of all employees to achieve their full potential, promoting a work place that is productive and fulfilling.

GOALPURP

APPENDIX IV

Itinerary for Dr. Mary Breslin,
North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
Meetings with Members of the Campus
at New Mexico State University at Carlsbad
October 20 - 22, 1994

Thursday, October 20, 1994 - Carlsbad, NM.

7:00 p.m. Motel Stevens Lobby - To be Met by Dr. Douglas E. Burgham, Provost, NMSU-C

7:00 p.m. Dinner - Place to be decided. With Dr. Burgham, and Mr. Mike Cleary, Assistant Provost for Student Services and Mr. Don Hansen, Assistant Provost for Finance and Facilities

Friday, October 21, 1994 - Carlsbad, NM.

7:45 a.m. Motel Stevens Lobby -
To be Met by Dr. Sonia S. Cowen, Associate Provost for Instruction, NMSU-C

8:50 a.m. NMSU-Carlsbad campus

9:00 a.m. Meeting with NMSU-C faculty as a whole. Room 106.

10:45 a.m. Meeting with the Planning Committee of the NMSU-C Self-Study. Room to be announced.

12:15 p.m - 1:45 p.m. Lunch meeting with the NCA 21 Concerns Committee. Room to be announced.

2:00 p.m. - 3:30 p.m. Meeting with the Outcomes Assessment Committee. Room to be announced.

4:00 p.m. - 4:30 p.m. Meeting with Others Yet to Schedule a Time (***e.g.,*** Student Leadership, Student Services).

Dinner Open--either on your own, if you prefer, or hosted by one or more of our faculty and/or administrative staff.

Saturday, October 22, 1994 - Carlsbad and Carlsbad Caverns, NM

Approximately 9 a.m., leave Motel Stevens for Caverns. I'm trying to arrange a special VIP tour. I'll have the exact schedule for you later this week.

Approximately 6-7 p.m., dinner at the home of Dr. Burgham, Carlsbad.

CHRON: NCA 94-4
NCA/Itinerary: Breslin/Oct94

APPENDIX V

New Mexico State University at Carlsbad
Governance System
Constitution and Bylaws

The college governance system of New Mexico State University at Carlsbad shall consist of eight committees; one steering committee and seven standing committees.

Each group within the college community, i.e. Classified, Faculty, Administrative, Student Representative, shall select the prescribed number of members for each committee based on an individual's diversification of experience and interests.

The standing committee shall organize each March and assume responsibility for the following academic year.

Each standing committee shall select a chair from within its membership at the March organizational meeting or any time that the membership of the standing committee by majority vote deems such an election to be necessary. Ex-officio members of the standing committee are ineligible to serve as chair or to vote on matters before the committee. Chairs shall assume responsibility at the start of the following fall semester. These chairs will be responsible for calling an convening meetings of the committee.

The steering committee shall consist of the chair, or chair representative, of each standing committee. The chair, or chair representative, may designate a committee member to serve as alternate in his/her absence.

In the event a member of a standing committee is unable to fulfill his/her commitment, the affected group will select a replacement as soon as is practical.

In the event that a group is unable to fill the appropriate number of standing committee positions, the Provost, in consultation with the steering committee, shall appoint an individual(s) to complete the committee structure.

A quorum for each committee meeting shall be constituted by the presence of a majority of the members.

The steering committee shall meet a minimum of once per month during the fall and spring semester. The standing committee shall meet a minimum of once during each fall and spring semester.

The chair of each standing committee shall designate a member who will be responsible for the recording and distribution of minutes to the chair of the steering committee and to the office of the Provost within one week of the meetings.

The minutes of the steering committee meetings shall be submitted to the Provost within one week of the meetings.

Amendments to the Constitution and Bylaws may be adopted by majority vote of three of the four campus community groups (i.e., Classified, Faculty, Administrative, and Student Representatives).

COMMITTEE STRUCTURE

MEMBERSHIP TALLY

(Excluding Steering Committee)

Ex-Officio Members		
Provost	–	1
Associate Provost of Instruction	–	4
Assistant Provost of Business	–	3
Assistant Provost of Student Services	–	2
Official Members		
Non Executive Administrators	–	7
Faculty Members	–	20
Classified Staff	–	14
Student Senate Representatives	–	8
Exempt Members		
Faculty Senate Representatives (Exempt from standing committee service)	–	2

STEERING COMMITTEE

1. Responsibilities
    a. To accept items of interest, written proposals, and suggestions from college community and/or administration
    b. Direct proposals to the appropriate standing committee or administrator
    c. Receive Response from standing committees, and direct appropriate replies
        1. Direct reply to administration
        2. Direct reply back to standing committees
    d. Follow up with initiator of proposal
    e. Monitor suitable progress on items brought to the steering committee

2. Membership (Seven)
    a. Representatives from each standing committee, **EITHER:**
        1. Chair or
        2. Chair Representative

INSTITUTIONAL PLANNING & ASSESSMENT

3. **Responsibilities**
    - a. Mission
    - b. Long Range Planning
    - c. Program Assessment
    - d. Marketing
    - e. Public Relations

4. Membership (Eleven)[1]
    - a. Provost (ex-officio)
    - b. Associate Provost of Instruction (ex-officio)
    - c. Assistant Provost of Business (ex-officio)
    - d. Assistant Provost of Student Services (ex-officio)
    - e. One Non-Executive Administrator
    - f. Three Faculty Members
    - g. Two Classified Staff Members
    - h. One Student Senate Representative

FACULTY INTERESTS

I. Responsibilities
  - A. Communication
      - 1. Handbooks
      - 2. Evaluation
  - B. Faculty Development
  - C. Promotion & Tenure
  - D. New Faculty Orientation
  - E. Salaries
  - **F. Faculty Senate Communication**

II. Membership (Eight)
  - A. Associate Provost of Instruction (ex-officio)
  - B. One Non-Executive Administrator
  - C. Four Faculty Members
  - D. One Classified Staff Members
  - E. One Part-Time Faculty Member

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[1] For membership, Classified Staff and Technical Staff should be referred to as classified staff.

SUPPORT STAFF INTERESTS
(Classified & Technical)

I. Responsibilities
  A. Communication
  B. Development
  C. Orientation
  D. Salaries

II. Membership (Six)
  A. Assistant Provost of Business (ex-officio)
  B. One Non-Executive Administrator
  C. One Faculty Member
  D. Three Classified Staff Members

ACADEMIC INTERESTS

I. Responsibilities
  A. Curriculum
  B. Scheduling
  C. Faculty Recruitment
  D. Academic Appeals Policy

II. Membership (Eight)
  A. Associate Provost of Instruction (ex-officio)
  B. One Non-Executive Administrator
  C. Four Faculty Members
  D. One Classified Staff Member
  E. One Student Senate Representative

STUDENT INTERESTS

I. Responsibilities
  A. Advisement
  B. Registration
  C. Activities
  D. Student Organizations
  E. Recruitment - Students
  F. Services
    1. Career Development

    2. Financial Aid/Scholarship
    3. H.E.L.P.

II. Membership (Eight)
  A. Assistant Provost of Student Services (ex-officio)
  B. One Non-Executive Administrator
  C. Two Faculty Members
  D. Two Classified Staff Members
  E. Two Student Senate Representatives

INSTRUCTIONAL RESOURCES

I. Responsibilities
  A. Library
  B. Bookstore
  C. LAC (tutoring)
  D. Computer Labs

II. Membership (Nine)
  A. Associate Provost of Instruction (ex-officio)
  B. One Non-Executive Administrator
  C. Four Faculty Members
  D. One Classified Staff Member
  E. Two Student Senate Representatives

FACILITIES & SECURITY

I. Responsibilities
  A. Security
    1. Personal (Faculty, Public, Staff, Students)
    2. Property
  B. Room Scheduling
  C. Maintenance
  D. Custodial Care
  E. Auxiliary Services
    1. Bookstore
    2. Refreshment Center

II. Membership(Ten)
  A. Assistant Provost of Business (ex-officio)
  B. One Non-Executive Administrator
  C. Two Faculty Members
  D. Two Classified Staff Members
  E. Two Classified Staff Members from Custodial Staff
  F. Two Student Senate Representatives

APPENDIX VI

New Mexico State University at Carlsbad
1500 University Drive
Carlsbad, New Mexico 88220
Telephone (505) 885-8831

3 December 1993

Faculty
NMSU-Carlsbad
1500 University Drive
Carlsbad, NM 88220

Dear Faculty:

Thank you for the warm reception you have shown me since my arrival last month. Your willingness to communicate openly with me on the needs of the faculty and institution was much appreciated. Although all of your concerns and suggestions may not be reflected fully in the initiatives proposed herein, they have not been forgotten--rather, they will be addressed in our subsequent meetings to be scheduled in the Spring.

The purpose of this letter is to provide you with a draft of the plan and initiatives I would hope to have you approve in general at today's meeting of the full-time faculty. This list is not exhaustive, and I would expect that portions of the plan and its strategies need to be refined; such tasks would be assigned to specific committees through the campus advisory structure.

As a consequence of our conversations during the past two weeks, I have concluded that the faculty is anxiously awaiting and positioned for change in the way the institution plans and communicates its directions. The following proposal is submitted for your consideration as a recommended course of action.

COURSE OF ACTION

> The administration of NMSU-Carlsbad will communicate openly and regularly with all constituents on matters of its evolving purpose, characteristics, and direction.
>
> This communication will be documented formally in a widely-disseminated PLAN which will record both the process and results of a long-range planning and budgeting process designed to engage all constituents in charting NMSU-Carlsbad's course into its preferred future.

The first step is to revisit our current Role and Mission Statement, and to revise it, as necessary, so that it clearly reflects the institution's purpose and clearly identifies its primary constituents; a copy of a proposed revision of the Statement, as prepared by selected members of the faculty, is provided as "Attachment I". NMSU-C's current Statement of Goals and Purposes should be revised in order to be in alignment with NMSU-C's revised Role and Mission Statement; a copy of a revised set of Goals and Purposes, as proposed by members of the faculty, is provided as "Attachment II".

The second step is to consider the institution's external environment, including those directives provided by the North Central Association, New Mexico's Commission on Higher Education, and NMSU at Las Cruces.

The third step is to develop initiatives which are defined by specific strategies, goals, and tasks which are assigned to specific teams and individuals for accomplishment within specific time frames.

The last step is to revisit NMSU-C's Role and Mission Statement biennially to assess the institution's successes in realizing its progress towards its preferred future, and to revise the Statement, as necessary, to shape the institution's vision for the year 2005.

VISION OF NMSU-CARLSBAD IN THE YEAR 2000

NMSU-Carlsbad is a comprehensive community college which provides a large traditional and non-traditional student population with high-quality liberal arts and professional education. Certificate and associate degree programs are offered in academic and professional areas of demonstrable need. The institution maintains a strong commitment to excellence in instruction, scholarship, and public service. International education and other programs of emphasis continue to be integrated into the curriculum as the institution responds to the ever-changing demographics of the Southwest and the nation.

STEPS TO SHAPING AND REALIZING NMSU-CARLSBAD'S PREFERRED FUTURE

1. The purpose of the institution, and the identity of its primary constituents, must be stated clearly in NMSU-C's Role and Mission. The Statement must be permitted to evolve, with input from all constituent groups, as the needs and opportunities of the community change. Revisions must be timely and communicated widely.

2. All constituents must be involved directly, or through representation, in the identification and ranking of a limited number of initiatives or "areas of emphasis" which will become specific academic goals, and which will ensure that the institution's academic mission drives the institution's development.

3. Each academic, administrative, and student services unit will be asked to develop strategies, goals, and timelines for realizing the established initiatives. All activities of the institution and its employees will be proposed with recommendations for the allocation of funds and other resources, in accordance with the priority given each initiative.

4. The process of planning and budgeting will be continual, and its results will be published annually to serve as both a map for, and a report card of the institution's progress towards its preferred future.

CAMPUS-WIDE INITIATIVES

Overview

Campus-wide initiatives will be the product of a comprehensive planning and budgeting process designed to assist the administration in setting direction and priority for college activity, and to focus the campus' resources towards activity which promotes and ensures the highest quality of teaching, scholarship, and service in NMSU-C's service area.

While the NMSU-C Role and Mission Statement serves as the most general expression of the institution's purpose, the planning process shifts our focus from the generalities of the Mission Statement to the more specific areas of action. Ideally, the identification and ranking of specific initiatives would be the task of those involved in the planning process. Two realities have persuaded me to circumvent the preferred route: (1) the planning and budgeting process is identified as the first initiative and therefore needs to be created and implemented to drive the creative and decision-making sequence of events; and, (2) the North Central Association's focused visit is scheduled for early April of 1995, and time is of the essence to develop, approve, implement, and assess new directions of the institution and its academic mission. Consequently, I have taken liberty in developing a set of initiatives, based upon our discussions, which I herein propose in draft form for your consideration, refinement, and approval.

Initiative One: Planning and Budgeting

By Fall 1994, NMSU-C will initiate and implement a comprehensive, and continuing planning and budgeting process intended to inform and involve all stakeholders in creating and realizing a preferred future for NMSU-C. Each plan will be based on a six-year (*i.e.*, three biennia) cycle and will be revisited annually for purposes of revision, as necessary.

A. Strategy: Revisit NMSU-C's Statement of Role and Mission to define the institution's general purpose, and to identify its primary constituents.

   1. Task: Align current academic offerings and support services with NMSU-C's academic mission and the expressed needs of its primary constituents.

   2. Task: Create new courses and programs, or revise current offerings to support the academic mission fully.

   3. Task: Eliminate or reduce those programs and courses which lack quality, and/or which are neither central nor complementary to the academic mission.

B. Strategy: Identify and rank specific "Areas of Emphasis" as a confined set of goals and tasks intended to promote the development and enhancement of NMSU-C's academic programs and related services. These "Areas" serve as subsets of the campus-wide initiatives and are unique to the academic mission.

   1. Task: Create and implement plans for enhancing and assessing the quality, breadth, and value of NMSU-C's academic offerings.

   2. Task: Create and implement plans for improving NMSU-C's library and the system which expands its holdings electronically.

   3. Task: Create and implement plans for aligning NMSU-C's credit offerings with extended programs and services which truly complement the academic mission.

   4. Task: Create and implement plans for assessing the range and value of services intended to support NMSU-C's academic mission.

5. Task: Rank each "Area of Emphasis" in terms of both its value in contributing directly and effectively towards the institution's mission and campus-wide initiatives, and its likelihood of being funded.

6. Task: Engage all faculty, via representation, in all phases of the planning and budgeting process, from the development and ranking of a recommendation for allocating non-restricted, instructional funds for the next biennium.

Initiative Two: Improve Communications On and Off-Campus

By Fall 1994, NMSU-C will implement a system to improve communications between administration and all constituent groups.

A. Strategy: Improve communications between NMSU-Las Cruces and NMSU-C.

B. Strategy: Improve communications between NMSU-C's administration and the institution's triad community of employees, students, and local leaders.

C. Strategy: Improve communications and partnerships between NMSU-C and the region's middle and secondary schools.

D. Strategy: Improve communications and create partnerships among the region's various business, industrial, civic, postsecondary, and social communities.

E. Strategy: Create and distribute a master schedule of the College's major events and deadlines.

    1. Task: Create a biennial calendar of deadlines specific to developing, proofing, and publishing class schedules, as well as activities associated with faculty-student evaluations, campus-wide assessment, and planning and budgeting.

F. Strategy: Create processes for enhancing decision-making, curricular reform, assessment, and self-governance.

1. Tasks: Create identifiable and appropriate clusters of full-time faculty which will tie adjunct faculty to the College, according to related disciplines--*e.g.*,
    a. Natural Sciences
    b. Social Sciences & History
    c. Humanities & Performing Arts
    d. English
    e. Math & Computer Science
    f. General Business & Administrative Technologies
    g. Nursing (Health/Allied Sciences)
    h. Technical Studies & Trades

2. Task: Develop a list of reports generated by the Campus for internal and external use; the list will include identity of the authors, the nature of the reports, and the source and frequency of the requests for information.

Initiative Three: Create a Triad of Excellence in Instruction, Scholarship, and Public Service
Reinvigorate and reform NMSU-C's curriculum and redefine the role of faculty and students in creating and maintaining an environment which promotes excellence in instruction, scholarships, and public service.

A. Strategy: Reinvigorate and reform NMSU-C's courses and programs in the liberal arts and sciences, and redefine their primary role as one of providing associate-level instruction and scholarship for students pursuing associate degrees; their secondary role is one of providing instruction which supplements certificate programs and extended studies. The expected outcome of students enrolled in these programs is the completion of the Associate of Arts degree, which may also be used in transfer towards fulfillment of the general education requirements for a baccalaureate degree at NMSU-LC.

1. Task: Petition NMSU-LC's various colleges and central administration to reconsider specific courses for designation as "general education courses", with the purpose of expanding NMSU-C's curriculum.

2. Task: Create processes which engage faculty, students, and advisory committees in activities designed to examine and enhance curricular offerings.

3. Task: Create processes which inspire faculty to teach to, and which prepare students to expect and preform at increased levels of academic rigor and scholarship.

4. Task: Create processes which encourage and provide opportunities for students to apply theory to practice--*e.g.*, actively engaged in cooperative education, practica, internships, guided research activities or creative performances.

B. Strategy: Reinvigorate and reform NMSU-C's courses and programs in the professional and technical-trades areas, and redefine their primary role as one of providing instruction, scholarship, and practice for students pursuing certificates and associate of applied science degrees. The expected outcome of students enrolled in these programs is completion of the Certificate or Associate of Applied Science degree which prepares them for immediate placement in a specific profession or trade.

C. Strategy: Create a continual process of enhancing and assessing the intellectual development and level of "career-preparedness" displayed by our graduates.

1. Task: Define and teach to the definition of an "educated person" at the two-year level.

2. Task: Define and implement campus-wide competency-based education for the purpose of assessing uniformly the strengths and value of NMSU-C's curriculum, instruction, and supporting services.

3. Task: Provide students with a general set of graduation competencies which are intended to measure the success of the students' participation in the educational process at NMSU-C, and which provide incentive for attaining measurable levels of excellence in learning and practice.

4. Task: Create an on-going instruction and assessment program which (a) provides the student with in-depth knowledge of a specific academic discipline; (b) provides the student with broad-based knowledge of the context in which the specific discipline supports or plays a role in liberal and professional studies; and, (c) measures and monitors each student's progress over time towards the satisfactory achievement of cognitive and related competencies at the time of graduation from a certificate or associate degree program.

D. Strategy: Broaden student's exposure to culturally-diverse populations and consciousness.

1. Task: Increase international and intercultural focus of the curriculum and the institution.

2. Task: Incorporate instruction which provides multi-cultural perspective, in each discipline, wherever and whenever appropriate.

3. Task: Increase faculty awareness and appreciation of culturally diverse populations through faculty development, scholarship, and public service.

E. Strategy: Provide incentives to faculty and students for developing and continuing discipline-focused enhancements of the curriculum (*i.e.*, models of excellence).

Initiative Four: Ensure Excellence in Faculty Development and Scholarship
By Fall 1994, NMSU-Carlsbad will have implemented a plan and process for identifying and ranking faculty development activities which promote the institution's realization of its preferred future.

A. Strategy: In recognition that faculty are the heart of the institution, and in recognition that the quality of the institution is only as good as the quality of its faculty and the students they instruct, NMSU-Carlsbad will dually reward excellence in faculty performance, and will enforce academic standards, for purposes of placement and continuation of academic progress.

1. Task: Full-time faculty will be selected, evaluated, retained, and rewarded on the basis of merit as it relates to measurable performance outcomes focused upon academic preparation and experience, classroom instruction, scholarship and administrative undertakings, and developmental achievements. Administrative undertakings will include active leadership in advisory, assessment, and related activities.

2. Task: Adjunct faculty and instructors of non-credit courses will be selected, evaluated, retained, and formally recognized on the basis of academic preparation and experience, classroom instruction, and active participation in the institution's on-going assessment and planning/budgeting processes.

B. Strategy: Encourage students to perform consistently at levels beyond their own expectations, and provide benchmarks by which students can individually monitor their scholastic preparedness and compare their academic progress with their peers.

1. Task: Design instruction which encourages and reinforces success in mastering specific skills and competencies.

2. Task: Design instruction which encourages individual as well as team achievement in comprehending, analyzing, and communicating complex concepts.

3. Tasks: Provide students who display difficulties in class with specific assignments to be accomplished under supervision of the Learning Assistance Center or other personnel dedicated to teaching and monitoring the development of good study and English-Math skills.

C. Strategy: Involve faculty, students, and advisory groups in the identification, development, implementation, and evaluation of a limited number of discipline-focused enhancements intended to serve as models of excellence within the college and community. Proposals and requests for faculty development and leave will be approved on the basis of priority assigned to the implementation and continuation of the models; priority will be secondary to those proposals and requests which support the college's campus-wide initiatives.

Initiative Five: Ensure Excellence in Public Service

Although the campus and surrounding community of NMSU-C may be isolated geographically, stakeholders in the college's success shall not be isolated intellectually and academically. Diversity of our curriculum, and participation in public service will broaden our political, economic, and social perspectives. By Fall 1994, NMSU-Carlsbad will respond rapidly and effectively to the public's demand for access to the college's pool of expertise and resources.

A. Strategy: Develop and implement a plan for accommodating the training needs of a skilled workforce.

B. Strategy: Identify and implement alternative delivery systems which are readily available and affordable (*e.g.*, interactive video) for the delivery of interactive instruction at-distance and in the work place/home.

C. Strategy: Become a valued partner in the economic recovery and continued economic vitality of the region.

   1. Task: Seek participation in the research and development of specific economic initiatives.

   2. Task: Develop academic programs which supply a skilled and ready workforce, in order to encourage industry to locate in the region.

Initiative Six: Develop an Environment Which Stimulates, Ensures, and Communicates Excellence in our Total Well-Being

Development of the intellect alone does not guarantee our total well-being. We are organisms nurtured by different and balanced infusions of physical, spiritual, and social wellness. The environment in which we work and succeed must nurture our inquiry and discoveries; it must encourage us to risk and allow us to fail. It must judge us candidly and regularly if we are to improve our individual and composite performances. Our success collectively as a college is determined by our individual contributions to the tasks, strategies and initiatives which support NMSU-C's general expression of mission. In turn, our individual contributions must be encouraged, recognized, and appreciated.

A. Strategy: Lines and frequency of communication in the planning and budgeting process of the college will be open for review and input.

B. Strategy: Expression and achievement of goals and tasks—as they relate to specific initiatives and strategies—will be recognized and celebrated on a regular schedule.

C. Strategy: A program for promoting the "wellness" of our employees and students will be implemented for the purpose of providing access to (1) nutritional education, (2) organized physical and recreational activities, and (3) interventional activities which direct persons of need to specific social services.

Other Concerns and Possible Initiatives

The academic mission and campus-wide initiatives of the College cannot be achieved in isolation. Other units of the college community will need to be engaged in the development of supporting initiatives. Such initiatives would need to involve student services in the enhancement of student life and services which truly complement the academic mission. Initiatives tied to college advancement might involve strategies for (1) enhancing community relations and sponsoring special events, (2) enhancing alumni relations and identifying specific alumni to special recognition, (3) enhancing efforts in sponsored giving, (4) enhancing marketing and publications, as well as news and related community services. Business and Finance must work closely with the various units to provide quick response to inquiries concerning budgets and related data. Lastly, it may become imperative that we develop and implement a plan for overseeing the college's information resources--*i.e.*, NMSU-C's information technology infrastructure.

Request for Response

You will need time to consider and fine-tune this proposal. I ask that we work revisions through the current campus advisory structure and submit this proposal to the Steering Committee for their consideration. This suggestion is made in tandem with the request that all revisions be recommended to me no later than February 14. In turn, I will present this proposal, in its revised form, to you at your next regularly scheduled meeting following February 14.

Thank you for your interest and cooperation in this effort.

Sincerely,

Sonia S. Cowen

Sonia S. Cowen
Associate Provost for Instruction

c: Dr. D. Burgham, Provost
c: Adjunct Faculty, NMSU-C

CHRON: FAC/93-4

APPENDIX VII

Proposal for Organization of the Academic Programs at NMSU-C

The format of this proposal begins with a statement of purpose, strategy, goals, tasks, and timelines. It identifies those assumptions, variables, and factors that would be critical to addressing the needs of students and faculty successfully. The remainder of the proposal's format is indicated clearly by separate headings.

Purpose: Focus our attention on the needs of our students.

Strategy: Create of an environment and system that will better assist us in focusing our attention on *the student.*

Faculty, NMSU-C
Cowen - page 9
15 June 1994

Goal One: Promote a more comprehensive approach to the recruitment, advisement, retention, and assessment of students.

Goal Two: Promote a more comprehensive approach to the enhancement of the educational environment by inviting the full participation of *all* faculty in decisions concerning curriculum revision, student achievement assessment, course and classroom scheduling, instructional support services, grant solicitation, budget preparation, library acquisitions, and textbook selections.

Goal Three: Promote a more comprehensive approach to mentoring students and adjunct faculty so that both groups become full stakeholders in helping the student to access and use the educational resources of NMSU-C wisely and fully.

Proposed Task: Reorganize NMSU-C's existing academic programs and offerings into four temporary clusters of faculty who share common interests and who may teach or advise the same students.

Effective Date: Fall 1994 (by August 19, 1994).

Critical Assumptions:

Assumption One: Students need consistent and reliable advice from faculty to make informed decisions about their academic progress.

Assumption Two: Faculty members need consistent and timely communication among themselves and with the administration in order to make informed decisions about curriculum revision, student achievement assessment, course and classroom scheduling, instructional support services, grant solicitation, budget preparation, library acquisitions, and textbook selections.

Assumption Three: Even though the graduate should demonstrate general understanding and competencies of the liberal education, different disciplines emphasize different competencies and skills; consequently, the assessment of student achievement cannot be limited to one model of collecting data and evaluating student outcomes.

Assumption Four: In order for students to realize their full scholastic potential, faculty, students, administration, and support staff must work collegially as a team that is focused foremost on the students' educational needs and outcomes

Critical Variables:

Variable One--willingness: All stakeholders in the success of NMSU-C and its students must be *willing* to achieve the goal of focusing our attention on the student.

Variable Two--readiness: All stakeholders in the success of NMSU-C and its students must be *ready* to achieve the goal of focusing our attention on the student.

Variable Three--open and frequent communication: All stakeholders in the success of NMSU-C and its students must be uniformly and frequently *involved and informed* of decisions that affect the academic mission and the services that support achieving the goal of focusing our attention on the student.

Variable Four--resources: All stakeholders in the success of NMSU-C and its students must be engaged in the process of *prioritizing the appropriation of resources and accessing resources* needed to achieve the goal of focusing our attention on the student. Resources include monetary appropriations, valuable input from colleagues, and time.

Critical Success Factors:

Factor One--ability to meet and, at times to exceed, NCA's standards for academic excellence: All standards applied to the academic mission must be in compliance with NCA's standards. NMSU-C cannot effectively serve its students if accreditation is jeopardized or lost.

Factor Two--ability to assess student achievement with validity and reliability: Although the faculty has approved a set of graduate outcomes for students expecting to complete any associate degree by Spring 1996, it is presently possible that we are not uniformly prepared to assess, across the curriculum, the distribution of those competencies and skills tied to the graduate outcomes. By example, the natural and math sciences may place more emphasis on problem solving, the English and communication arts may place emphasis on communicating effectively and creatively, and the social sciences may emphasize critical and creative thinking.

Factor Three--ability to interact collegially: If success of the whole depends upon the contributions of the various parts, the campus must work in an environment that enables all stakeholders to be frank, to fail, to hold each other accountable for success, and to call "time out" when something no longer "works" in order to reconsider strategies and assignments.

Factor Four--ability to be flexible: If the needs of the student change, the organization must be flexible to respond to those changes if it intends to continue achieving the goal of focusing our attention on the needs of the student.

Organization of the Academic Programs into Temporary Clusters: The formation of a cluster *is not equivalent* to the formation of a department, in that a cluster does not have a distinct "department head"; rather, it has one or more temporary leaders who may or may not serve for the full semester. The leader or co-leaders may serve as facilitator(s) for a particular issue or assignment. Once the assignment is accomplished, the cluster may select another leader or group of leaders to accomplish one or more additional tasks.

Tasks might include scheduling courses and rooms, contacting and mentoring adjunct faculty, collecting library and bookstore orders, identifying budgetary needs, advising and registering students outside the general registration period, writing grants proposals, and developing or refining assessment models unique to the cluster.

BEST COPY AVAILABLE

In some cases, faculty would be associated with more than one cluster. Because the membership of a specific cluster would be dependent upon the ability of the faculty to address the common attributes and needs of a selected student group, the membership would change as the attributes and needs of the students change.

Identifying and Responding to Specific Current Needs to the Students: Although the institution as a whole might identify needs of the general student body, the clusters may have varied means to respond to those needs. In some instances, students in one cluster may have needs that are unique to that cluster. Some needs are apparent now.

1. Some students who enter NMSU-C with the intention of graduating with an associate degree in nursing may be denied admission to the program, not on the basis of their scholastic aptitude and performance, but on the basis of enrollment caps.

2. Student advising is concentrated at the beginning of each semester, and no formal system exists for faculty participation throughout the year in recruiting, advising, and mentoring students. Thus, students --such as those who were initially associated with nursing and its nucleus of faculty and continuing students who mentor new pre-nursing students-- are left somewhat stranded in their consideration of alternatives to the academic paths they explored initially.

Identifying and Responding to Specific Current Needs of the Faculty: Often, the responsibility for scheduling has fallen on the shoulders of a few. Although such responsibility has broadened the experiences of the few, others have been disengaged from the opportunities to develop similar skills, or they have been involved only marginally in the decisions which affect their curriculum, their course offerings, their library acquisitions, and ultimately, their students.

Identifying and Responding to Specific Current Needs of the Adjunct Faculty: Often, the adjunct faculty are recruited and assigned without regard to their full talents and expected contributions to the overall success of our students. They are often left "on their own" to interpret the academic mission and to deliver their courses. A comprehensive approach is needed to mentor and invite their participation as valued instructors.

Identifying and Responding to Specific Current Needs of the Administration: The administration needs to be informed of the faculty's and students' needs and, in turn, it needs to communicate a campus-wide voice on decisions. Although the Steering Committee assists faculty in addressing issues of campus-wide impact, the daily on-going decisions which affect faculty in the delivery of instruction should be deliberated by the full faculty; in turn, administration must continue to call attention to those issues that address the academic mission, including decisions made on the part of the institution to protect accreditation and funding. Such concerns and decisions should be communicated uniformly to all stakeholders.

Possible Clusters: The following clusters reflect an even distribution of total faculty and adjunct faculty, and they include a representation of all courses NMSU offers at the lower-division at Las Cruces and on the branch campuses.

I. Cluster One--Science, Mathematics, and Engineering, Environmental, and Manufacturing Technologies:

Animal Sciences - adjunct
Biology/physics - D'Mura and adjunct
Geology - adjunct
Chemistry - Caldwell and adjunct

Mathematics - Bloss, Gallegos, Gragg, Hornsby, and adjunct
Community College Developmental Math (CCDM) -Bloss, Gallegos, Gragg, Hornsby, andadjunct
Engineering - Murrill
OEWT/Welding - Lundsford and adjunct
Rad/haz - Donovan, Townsend, and adjunct
Wildlife Management - adjunct
Occupational Education Electronic Technology (OEET) - Murrill

II. Cluster Two--Communication Arts, Business Studies, and Teaching (and developmental studies):
Art - adjunct
Accounting - Rodgers
Music - adjunct
Drama/Theater arts - adjunct
Reading - Schnoor and adjunct
Languages /Spanish - adjunct
Business Administration - Rodgers and adjunct
Community College Developmental English (CCDE) - Bass, Moore, Schnoor,and adjunct (with assistance from the Learning Assistance Center staff)
Community College Developmental Skills (CCDS)- Bass, Moore, Schnoor, and adjunct (with assistance from the Learning Assistance Center staff)
Counseling and Educational Psychology (CEP) - adjunct
Early Childhood Education (ECED) - adjunct
Education (EDUC) - adjunct
Educational Management and Development (EMD) - adjunct
English- Bass, Moore, Schnoor, and adjunct
Journalism - adjunct
Management - Rodgers and adjunct
Occupational Education Legal Assistant (OELA/Paralegal) - adjunct
Occupational Education Banking (OEBU/Banking) - adjunct
Medical Transcription - Tidwell, Woodfield, and adjunct
Secretarial Administration - Tidwell, Woodfield, and adjunct
Special Education (SPED) - adjunct

III. Cluster Three--Social sciences, international relations, and special studies:
Anthropology - Dinwiddie and adjunct
Geography - Dinwiddie and adjunct
Criminal Justice - adjunct
(Gerontology)
Government - Dinwiddie and adjunct
History- Dinwiddie and adjunct
Psychology - Lovelace and adjunct
Social Work - adjunct
Economics- Rodgers

IV. *Cluster Four—Nursing, Allied Health, and Wellness:*
Nursing - Gould, Ricer, Sowers, Stafford, Suggs, Souter
(Gerontology)
(Physical Education/Health Sciences/Recreation) - adjunct

V. **Alternative Clusters:**

a. *Science, Mathematics, Computer Systems And Engineering, Environmental, And Manufacturing Technologies*
Add computer science - Haq, Swenson, and adjunct
Business Computing Systems - Haq, Swenson, and adjunct
Occupational Education Computer Science (OECS) - Haq, Swenson, and adjunct

b. *Communication arts, business studies, and international relations*

c. *Communication arts, business studies, international relations, and social sciences*

A copy of this proposal has been submitted to the chair of the campus' Steering Committee for consideration by those representatives on campus this summer. Due to the limitation of time to implement the proposal in its current form, or to consider revisions to the same, it is imperative that feedback from the faculty and campus-at-large be provided to the campus' Steering Committee and to this office prior to the close of the first summer session this year. Your prompt response would be greatly appreciated. All responses will need to be expressed prior to July 1, 1994.

Thank you in advance for your input.

Sincerely,

Sonia S. Cowen

Sonia S. Cowen, Ph.D.
Associate Provost for Instruction

c: Provost Douglas Burgham, NMSU-C
Assistant Provost Mike Cleary, NMSU-C
Associate Professor Tom Rodgers, Chair, Steering Comm., NMSU-C

CHRON: AP 94-5

APPENDIX VIII

NEW MEXICO STATE UNIVERSITY AT CARLSBAD
COURSE NUMBER AND TITLE

CLASS TIME

SEMESTER

INSTRUCTOR'S NAME

OFFICE NUMBER

OFFICE HOURS

PHONE:

CLASSROOM NUMBER

COURSE DESCRIPTION (From the Catalog)
(with optional additional information from the instructor)

EXPANDED COURSE DESCRIPTION

PRE-REQUISITES

MANDATORY

SUGGESTED

CO-REQUISITES

MANDATORY

SUGGESTED

REQUIRED TEXTS AND MATERIALS

GRADUATE OUTCOMES The successful completion of this course will partially fulfill the following graduate outcomes:

COURSE OBJECTIVES/OUTCOMES

The instructor will:

STUDENT LEARNER OUTCOMES

The student will

PERFORMANCE MEASURES AND GRADING

Students are responsible for procedures and policies contained and addressed in the NMSU-C student handbook and catalog.

COURSE OUTLINE/CALENDAR

SELECTED BIBLIOGRAPHY

(The text or resources the instructor will utilize to present this course)

syllabi

APPENDIX IX

New Mexico State University at Carlsbad
1500 University Drive
Carlsbad, New Mexico 88220
Telephone (505) 885-8831

NEW MEXICO STATE UNIVERSITY AT CARLSBAD

ADVISORY BOARD MEETING

Monday, December 12, 1994
7:00 p.m.
Administrative Conference Room
Room #112B

AGENDA

1. Meeting Called to Order . . . . President Rodriguez
2. Pledge of Allegiance to the Flag . . . .
3. Roll Call:

   Mr. Adan Rodriguez, President . . . . ____
   Mr. Thomas Martin, Vice President . . . . ____
   Mr. Michael Veilleux, Secretary . . . . ____
   Ms. Billie Lynn, Member . . . . ____
   Mr. Johnny Rodriguez, Member . . . . ____
   Mr. Dan Patterson, Superintendent and Ex-Officio Member . . . . ____

4. Approval of the Minutes of April 13, 1994 President Rodriguez
5. Renewal of Operating Agreement . . . . Doug Burgham
6. Status of Statewide Funding and Governance of Two-Year Colleges . . . . . Doug Burgham
7. Update on Building Addition . . . . Don Hansen
8. Status of NCA Accreditation Visit Preparation . . . . Sonia Cowen
9. Report on Alliance of Minority Participation (AMP) Program . . . . Mike Cleary
10. Report on NMSU-C Nursing Accreditation and Enrollment . . . . Sharon Souter
11. Additions to the Agenda . . . .
12. Adjournment . . . .

OPERATING AGREEMENT BETWEEN
NEW MEXICO STATE UNIVERSITY
AND
THE CARLSBAD MUNICIPAL SCHOOLS DISTRICT

The Board of Regents of New Mexico State University (hereafter called Regents) and the Board of Education of the Carlsbad Municipal Schools District (hereafter called Board of Education) hereby enter into the following agreement concerning the operation of the branch community college designated as New Mexico State University at Carlsbad (NMSU-C).

In accordance with Chapter 21, Article 14, New Mexico Statutes Annotated, 1978 Compilation (see attached), the duties and responsibilities of the Board of Education in relation to NMSU-C are as follows:

1. Act in an advisory capacity to the Regents in all matters relating to the conduct of NMSU-C.
2. Approve an annual budget for NMSU-C for recommendation to the Regents.
3. Certify to the County commissioners the tax levy.
4. Conduct the election for tax levies for NMSU-C.

The Regents, through appropriate representatives, shall have full authority in relation to all academic and administrative matters at NMSU-C, although the Board of Education will serve in an advisory capacity in such matters.

POLICIES

1. NMSU-C will be operated in accordance with the standards of the North Central Association, and under the stated rules governing the parent institution.
2. All courses of the freshman and sophomore level offered at NMSU-C shall carry residence credit. Junior, senior, and graduate level courses offered in conjunction with NMSU-C shall carry extension credit, the same as for like courses conducted by the parent institution elsewhere. Exceptions may be granted by the Board of Regents.
3. Each member of the instructional staff shall have at least a master's degree, or one full year of graduate study in the teaching field. Exceptions to this policy may be made in the case of non-credit community education courses and technical/vocational courses.
4. The individuals employed for instruction for NMSU-C will be selected by the provost of the branch and submitted for approval to those who concern themselves with appointments at the parent campus.

5. The Associate in Arts Degree or other appropriate certificates may be awarded to those who finish certain specified curricula.

6. NMSU-C will be financed by tuition and fees which shall be set by the Regents, and by gifts, grants, State aid and local tax levies. Extra tax levies and general obligation bonds are financial processes which can only be used pursuant to Chapter 21, Article 14, Section 6 through 14, New Mexico Statutes Annotated, 1978 Compilation (see attached). The Board of Education may designate the Provost of NMSU-C as coordinator of any election authorized by these statutes. Expenses incurred in such elections will be the responsibility of NMSU-C.

7. The parent Institution will handle all records, funds, receipts, and disbursements. The Board of Education may request a review of procedures concerning records, funds, receipts, and disbursements as it deems necessary.

8. The parent institution shall assist NMSU-C in authorizing curriculum offerings that meet local education needs even if different from the parent institution's curriculum.

9. In accordance with Chapter 21, Article 14, Section 2:f, New Mexico Statutes Annotated, 1978 Compilations, (see attached) this agreement shall be binding upon both the Regents and the Board of Education. However, it may be terminated by the Board upon mutual consent, or it may be terminated by either Board upon six months notice unless there are outstanding bonds in which instance said bonds must be retired prior to termination.

10. The Regent's representative to the Board of Education is the Provost of NMSU-C. For carrying out the purpose of this agreement and to enhance communication, the provost will meet with the Board of Education at least two (2) times annually.

11. This operating agreement is subject to biennial review and periodic renewal. If conditions of this agreement are not met in a timely fashion, this agreement shall automatically be reviewed for immediate termination consistent with Item 9.

12. This operating agreement shall become effective upon the completed signatures below. All prior operating agreements between the two parties are null and void upon the completion of the signatures below.

THIS AGREEMENT is entered into the 29th day of May, in the year 1990.

For the Regents

For the Board of Education

APPENDIX X

GRADUATE OUTCOMES
DEFINING CHARACTERISTICS

Effective Communication

In reading

The student will

1. Comprehend word meanings, e.g. defines root words, recognizes suffixes.
2. Organize information sequentially.
3. Find the main idea.
4. Summarize or paraphrase.
5. Ascertain the author's intention.
6. Read with comprehension at the two-year college level.

In writing

The student will

1. Write logically.
2. Produce writing that is unified, coherent, complete and well-organized.
3. Proofread papers and make any necessary corrections in reference to grammar, punctuation, spelling and usage.
4. Use formats appropriate to the situation.

In speaking

The student will

1. Speak clearly and effectively with appropriateness to the audience.
2. Enunciate words appropriately.
3. Use appropriate intonation.
4. Make eye contact with the audience.

In listening

The student will

1. Listen critically and with understanding.
2. Understand what the speaker is attempting to communicate.
3. Be sensitive to the non-verbal portion of behavior.
4. Actively participate in the instruction process by observing and responding to the instructor.

Problem Solving

The student will

1. When given a situation recognize, define and analyze a problem.
2. Develop various solutions and evaluate their appropriateness and effectiveness.
3. Formulate a plan.
4. Properly apply concepts and formulas as related to a problem.
5. Evaluate the outcome.
6. If appropriate, demonstrate these problem solving abilities through the writing of a research paper or related idea.

Critical/Creative Thinking Skills

The student will

1. Examine issues relative to material under study, e.g. evaluate pros and cons of a given subject, draw inferences and make predictions.
2. Analyze information provided by breaking it down into its smaller parts.
3. Demonstrate synthesis by grouping parts together.
4. Demonstrate application by taking information gained in one area and using it in another.
5. Distinguishe fact from opinion.
6. Identifiy patterns as well as cause and effect relationships.

Awareness of Diverse Cultures

The student will

1. Develop an awareness of the characteristics, origins and evolution of culture.
2. Recognize the impact of culture on lifestyles, value systems, creative thinking, appreciation, etc.
3. Incorporate the knowledge of cultural diversity into problem solving techniques.
4. Avoid misunderstandings based on differences.
5. Develop the ability to interact in a positive way with people who are different from themselves.

Awareness of the Sciences

The student will

1. Understand the relationship between science and technology and its impact on society.
2. Demonstrate the appropriate application and cautious use of equipment and apparatus.
3. Relate scientific principles to other areas unders study.
4. Demonstrate the ability to make accurate measurement to appropriate precision and judge the credibility of the results.

Collaborative Working Skills

The student will

1. Work in a collaborative manner to solve problems or achieve goals.
2. Engage in group decision making.
3. Recognize individual rights and responsibilities of group membership.
4. Demonstrate conflict resolution skills and their relationship to group interaction.

Computational Skills

The student will

1. Use basic mathematical tools as needed.
2. Set up and solve problems using addition, subtraction, multiplication and division of whole numbers, fractions and decimals and algebraic expressions.
3. Apply mathematical concepts to arrive at a solution.

Effective and Responsible Interaction in Society

The student will

1. Develop an awareness of the basic institutions of society and their relationship to individuals and groups.
2. Recognize the need to balance individual needs with societal needs.
3. Describe generally accepted "ethical" standards for right conduct.
4. Develop positive relationships with others.
5. Recognize the need for lifelong learning.
6. Recognize the impact of change on society and the environment.

Computer and Information Literacy

The student will

1. Use computers and computer applications as relevant in the work force.
2. Operate basic computer hardware components and their operations as relevant to the software applications being used. For example use of printers, disks, scanners or other types of machinery.
3. Demonstrate flexibility in switching between one software application package to another, or in the switch between versions or makes of a software application package.
4. Identify appropriate sources of information related to the information need.
5. Conduct a successful search relevant to the information need.

defining

GRADUATE OUTCOMES AND COURSE REFERENCE

OUTCOME	COURSES WHICH SATISFY OUTCOME ACHIEVEMENT
Effective Communication	ENGL 111G and COMM 265G OR ENGL 112/203/218G/240/244 OR SA 209 OR ACCT 200/ 201/202 OR BA 104 OR BA 202 OR OEBA 115 OR AS 102 OR CHEM 110/111/ 112/ 211/ 242 OR BIOL 154/254/190G 220/221/222 OR PHYS 110G/211/212/215/216 OR GEOG 110G/ 212 OR NURS 156L/ 246L/256L/258L/262 OR 260L OR MATH 112G/142G/191/ 192/279/ 280/291 BCS 210, 271, 272 OR CS 110G, 167, 271, 272, 273 OR MATH 279 OR OECS 105, 120, 125, 210, 215 OR SA 105/203/204/211/213/ 214/218/ 238/ 239
Problem Solving	PSY 201G OR SOC 201G AND ACT 201 OR 202 OR ECON 251/252, BA202, OEBA 150 OR CHEM 110/111/112/211/242 OR AS 102 OR PHY 110G/211/212/215/216 OR GEO 110G/ 212 OR NURS 106/153/154/156/156L/157/157L/246/246L/256/260L/262 OR MATH 115/ 112G/142G/180/185/191/192/230/279/280/291 OR STAT 251 OR GOVT 110G/110G/ 150G/160G/252 OR BCS 210, 271, 272 OR CS 110G, 167, 271, 272, 273 OR MATH 279 OR OECS 105, 120, 125, 210, 215
Critical/Creative Thinking Skills	ENGL 111G/112/203/218 OR PSY 201G OR SOC 101G/201G AND HIST 101G/102G/201G/ 202G/269G/261 OR GOVT 100G/110G/150G/160G/261 OR ANTH 201G/115 OR AS 102 OR GEO 110G/212 OR CHEM 110/111/112/211/242 OR BIOL 154/254/190G/220/221/222 OR PHYS 110G/211/212/215/216 NURS 106/153/154/156/156L/ 157/157L/246/ 246L/ 256/260L/262 OR MATH 115/112G/142G/180/185 /191/192 /230 /279/280/291 OR STAT 251 OR ACT 201/202 OR ECON 251/252 OR BA 202, OEBA 150 OR BCS 210, 271, 272 OR CS 110G, 167, 271, 272, 273 OR MATH 279 OR OECS 105, 120, 125, 210, 215
Awareness of Diverse Cultures	ENGL 244 OR PSY 201G OR SOC 101G/201G AND HIST 101G/102G/201G/202G/269G/261 OR GOVT 100G/110G/150G/160G OR ANTH 201G/115 OR AS 102 OR GEO 110G/212 OR BIOL 154/254/190G/220/221/222 OR NURS 106/153/154/156/156L/157/157L/246/ 246L/256/260L/262 OR MATH 142G OR CS 110G, 271
Awareness of the Sciences	PSY 201G OR SOC 101G/201G AND HIST 102G OR ANTH 201G/115 OR AS 102 OR GEO 110G/212 OR CHEM 110/111/112/211/242 OR BIOL 154/254/190G/220/221/222 OR PHYS 110G/211/212/215/216 OR NURS 106/153/154/156/156L/157/157L/246/246L/ 256/260L/262 OR MATH 191/192 OR CS 110G, 167, 271, 272, 273 OR MATH 279

Collaborative Working Skills	ENGL 111G/112 OR AND GOVT 100G/110G/150G/160G/261 OR AS 102 OR GEO 110G/212 OR CHEM 110/111/112/211/242 OR BIOL 154/254/190G/220/221/222 OR PHYS 110G/211/212/215/216 NURS 106/153/154/156/156L/157/157L/246/246L/256/260L /262 OR MATH 191/192 OR BA 104/202 OR BCS 210, 271, 272 OR CS 167, 271, 272, 273 OR OECS 120 OR SA 203/204/238/239
Computational Skills	ACT 200/201/202 OR BA 202, OEBA 150 OR CHEM 110/111/112/211/242 OR PHYS 110G/211/212/215/216 MATH 115/112G/142G/180/185 /191/192 /230 /279/280/291 OR STAT 251 NURS 106/153/154/156/156L/157/157L/246/246L/256/260L/262 GOVT 100G/110G/150G/160G OR BCS 210, 271, 272 OR CS 110G, 167, 271, 272, 273 OR MATH 279 OR OECS 105, 120, 125, 210, 215 OR SA 106
Effective and Responsible Interaction in Society	PSY 201G OR SOC 101G/201G AND HIST 101G/102G/201G/202G/269G/261 OR GOVT 100G/110G/150G/160G/261 OR ANTH 201G/115 OR AS 102 OR GEO 110G/212 OR CHEM 110/111/112/211/242 OR BIOL 154/254/190G/220/221/222 OR PHYS 110G/211/212/215/216 NURS 106/153/154/156/156L/157/157L/246/246L/256/260L/262 OR ACT 201/202 OR ECON 251/252 OR BA 202, OEBA 150 OR BCS 210, 271, 272 OR CS 110G, 167, 271, 272, 273 OR MATH 279 OR OECS 105, 120, 125, 210, 215 OR BA 104 OR SA 203/204/207/211/213/214/218/228/229
Computer and Information Literacy	ENGL 111G/203/218 OR HIST 101G/102G/201G/202G/269G/261 OR GOVT 100G/110G/150G/160G/261 OR ANTH 201G/115 OR AS 102 OR CHEM 111/112/ 211 OR BIOL 154/254 OR PHYS 110G/211/212/215/216 NURS 106/153/154/156/156L/157/157L/246/246L/ 256/260L/262 OR MATH 142G/191/192/291 OR STAT 251 OR ACT 201 OR BA 202 OR BCS 210, 271, 272 OR CS 110G, 167, 271, 272, 273 OR MATH 279 OR OECS 105, 120, 125, 210, 215 OR SA 211/213/214/218/207/203/204/209/255

APPENDIX XI

What does it mean to be a *graduate* of NMSU-C?

All graduates of NMSU-C's associate programs and selected certificate programs will be assessed for their acquisition and satisfactory demonstration of knowledge, literacy, competencies, and skills in the various dimensions of cognitive, expressive, and creative learning. Through their course of study at NMSU-C, graduates will become

- effective communicators and problem-solvers
- critical and creative thinkers
- aware of diverse cultures and the sciences
- capable of working independently and collaboratively
- skilled in calculations and computations
- aware of societal needs for responsible citizens, and
- literate in utilizing computers and information.

NMSU-C's Vision for the Year 2000

NMSU-C is a comprehensive community college which provides a large traditional and non-traditional student population with high-quality liberal arts and professional education. Certificate and associate degree programs are offered in academic and professional areas of demonstrable need. The institution maintains a strong commitment to excellence in instruction, scholarship, and public service. International education and other programs of emphasis continue to be integrated into the curriculum as the institution responds to the ever-changing demographics of the Southwest and the nation.

Vision for the Year 2000

NMSU-C utilizes a *student success model* to provide open access and equal opportunity for all entrants, to promote the accomplishment of individual student's academic, vocational, and/or personal goals, and to prepare students to become economically-productive citizens.

Vision for the Year 2000

NMSU-C provides a full array of curricula and services to assist students who pursue post-secondary certificates, degrees, and opportunities for lifelong learning.

Vision for the Year 2000

NMSU-C is known as a regional educational center offering a breadth of quality academic programs which meet the needs of citizens who wish to enter or re-enter high education.

Vision for the Year 2000

NMSU-C is renown for its effective transition of students from basic education to post-secondary programs, its high rate of student retention leading to program completion, and its number of students who transfer successfully to post-associate programs.

Vision for the Year 2000

NMSU-C is committed to continuous assessment and improvement of its students' achievements, and to the alignment of academic offerings to the region's needs.

Vision for the Year 2000

NMSU-C is the institution of choice by the region's students because of its reputation for open access to quality programs and services, its high ratio of students who of graduate and are placed in their fields of expertise, and its high ratio of students who attain their educational goals.

Vision for the Year 2000

NMSU-C is recognized as an indispensable asset to the State because it demonstrates leadership in addressing the region's needs for a vibrant, economic, social, political, and cultural life.

Vision for the Year 2000

NMSU-C is recognized as the region's model employer because it takes exacting care in the selection and development of employees who are enabled to serve the public with pride.

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Vision for the Year 2000

NMSU-C is a comprehensive, multi-faceted regional resource center for recreation, health, the performing arts, electronic informational needs, and distance learning.

NMSU-C's Vision for the Year 2000

The ***Welding Technology*** program develops and enhances the technical knowledge and skills necessary for graduates to be successful.

NMSU-C's Vision for the Year 2000

The ***Electronic Technology*** program provides beginning and returning students with a foundation of skills and abilities that will prepare them for advanced studies and career placement in a variety of electronic-related fields.

NMSU-C's Vision for the Year 2000

The ***Social Sciences*** curriculum offers quality instruction to prepare students for productive citizenship in our local and global communities in the 21st Century, and provides a strong foundation for continuing studies at the university level.

NMSU-C's Vision for the Year 2000

The ***Mathematics*** program provides quality mathematics education with emphases on developmental, technological, and professional preparation for students pursuing technical careers or liberal arts education.

NMSU-C's Vision for the Year 2000

The ***Sciences*** program provides quality instruction, promotes awareness of current issues, and makes science education available to all citizens.

NMSU-C's Vision for the Year 2000

The ***Allied Health*** program serves the citizens of southeastern New Mexico by providing an adaptive curriculum that prepares its graduates for employment in the ever-changing health care industry.

NMSU-C's Vision for the Year 2000

The *Computer Sciences* program provides computer-related courses for general education and occupational-degree completion, as well as support services for the campus and customized computer training for business and industry.

NMSU-C's Vision for the Year 2000

The *Reading* program instructs students how to learn and how to become fluent readers, capable of processing symbolic information and integrating that information with their existing knowledge.

NMSU-C's Vision for the Year 2000

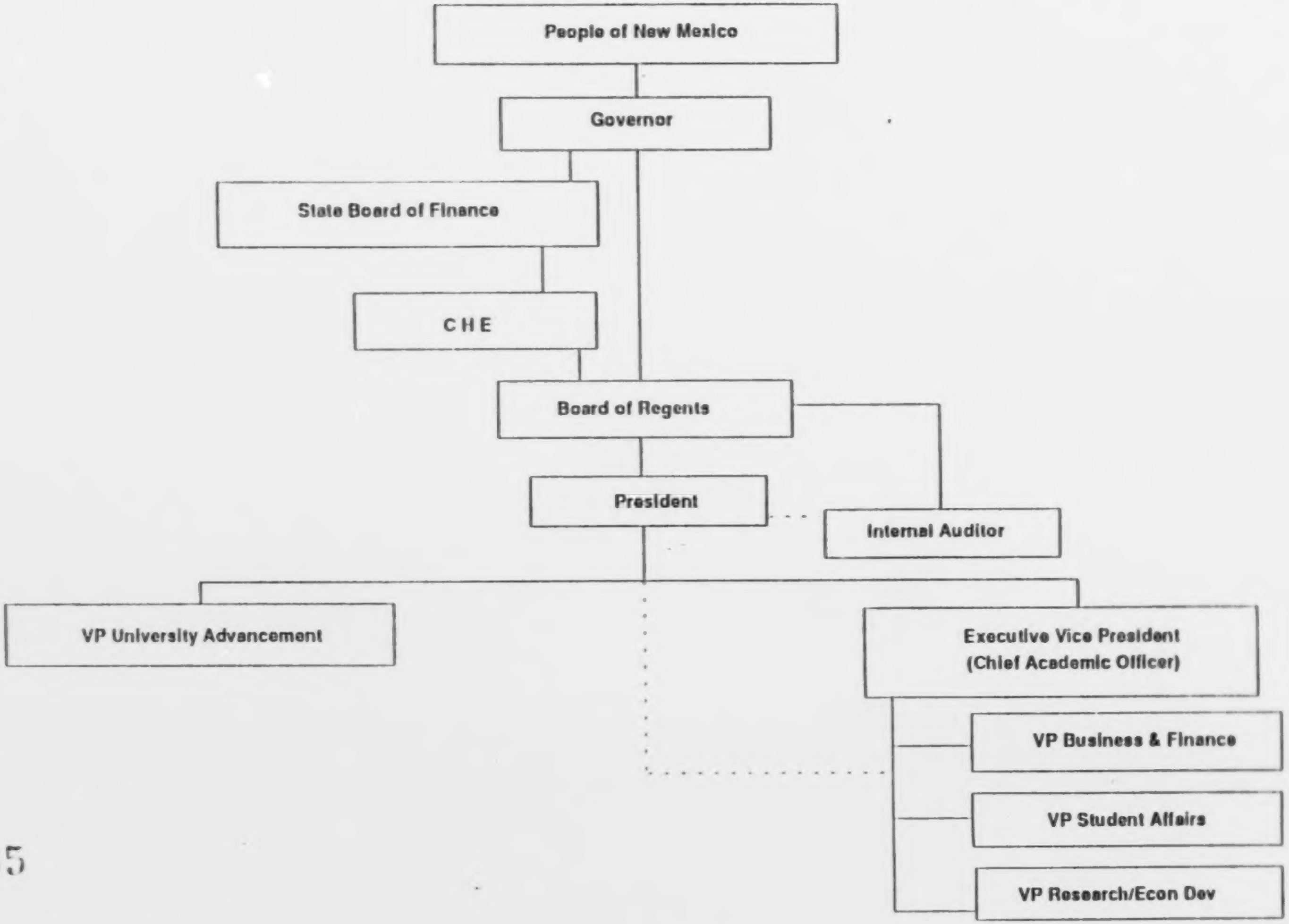
The *Pre-Business and Secretarial Administration* programs provide students, in a nurturing and caring environment, with relevant, high quality coursework and a variety of enrichment experiences culminating in specific certificates or associate degrees.

NMSU-C's Vision for the Year 2000

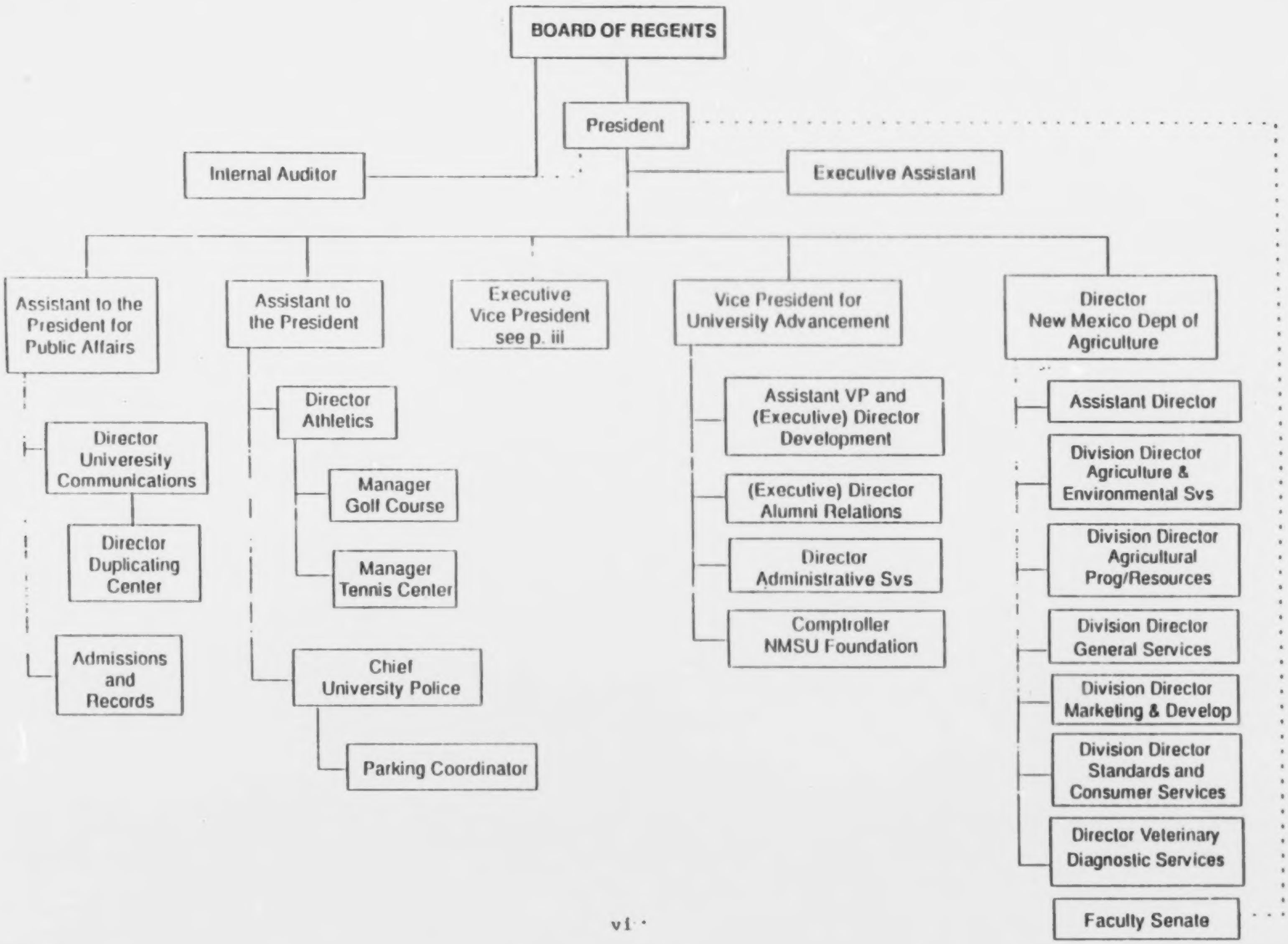
The *English* program offers comprehensive curricula in developmental skills and academic, creative, business, technical, and media arts writing. The program encourages individual growth and success in students, supports other academic programs, and responds to various cultural needs of the community.

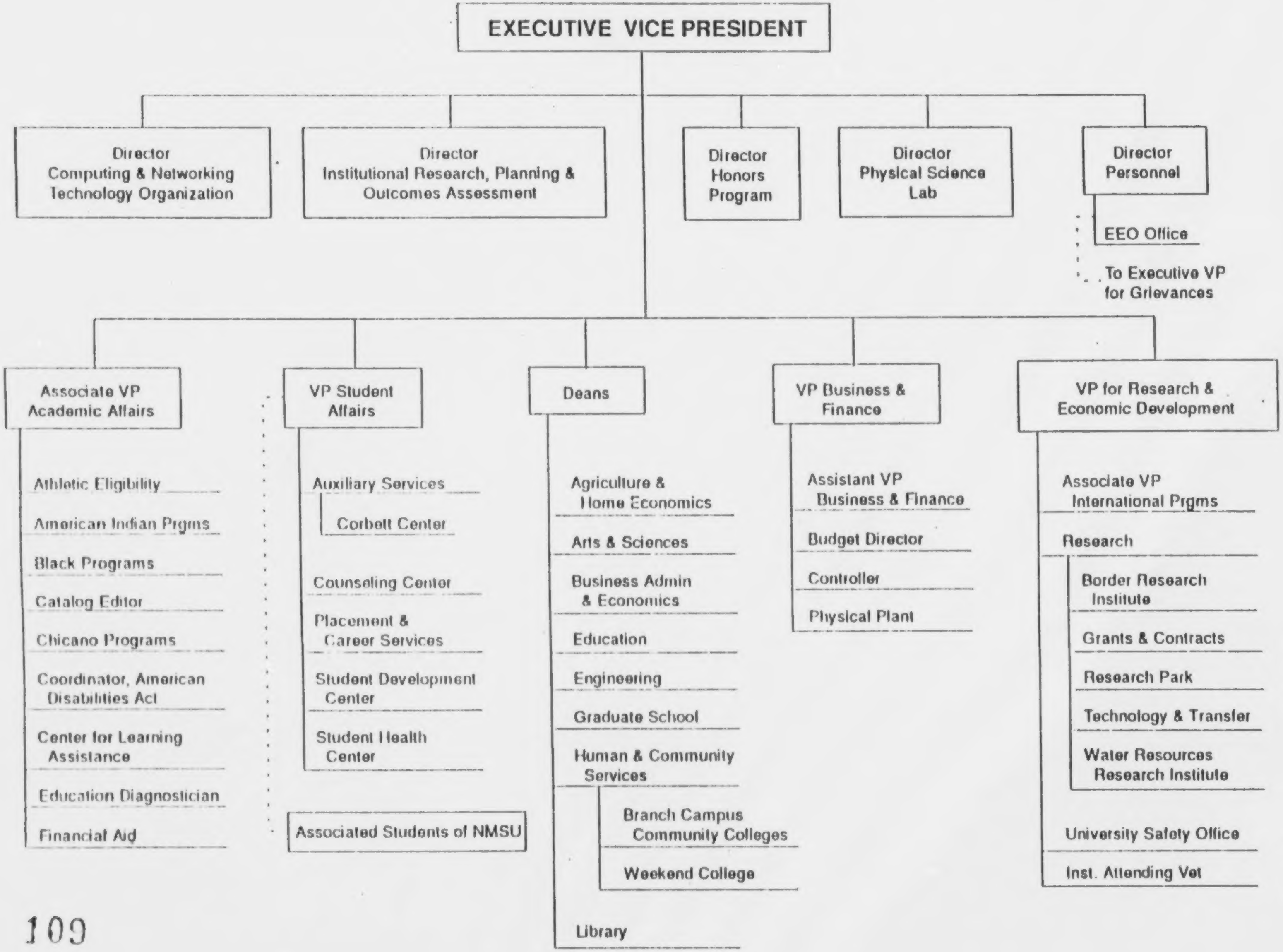
APPENDIX XII

ORGANIZATIONAL STRUCTURE OF NEW MEXICO STATE UNIVERSITY


People of New Mexico
Governor
State Board of Finance
C H E
Board of Regents
President
Internal Auditor
VP University Advancement
Executive Vice President
(Chief Academic Officer)
VP Business & Finance
VP Student Affairs
VP Research/Econ Dev

PRESIDENT'S OFFICE


BOARD OF REGENTS
President
Internal Auditor
Executive Assistant
Assistant to the President for Public Affairs
Assistant to the President
Executive Vice President see p. iii
Vice President for University Advancement
Director New Mexico Dept of Agriculture
Director Univeresity Communications
Director Duplicating Center
Admissions and Records
Director Athletics
Manager Golf Course
Manager Tennis Center
Chief University Police
Parking Coordinator
Assistant VP and (Executive) Director Development
(Executive) Director Alumni Relations
Director Administrative Svs
Comptroller NMSU Foundation
Assistant Director
Division Director Agriculture & Environmental Svs
Division Director Agricultural Prog/Resources
Division Director General Services
Division Director Marketing & Develop
Division Director Standards and Consumer Services
Director Veterinary Diagnostic Services
Faculty Senate



EXECUTIVE VICE PRESIDENT

- Director Computing & Networking Technology Organization
- Director Institutional Research, Planning & Outcomes Assessment
- Director Honors Program
- Director Physical Science Lab
- Director Personnel
  - EEO Office
  - To Executive VP for Grievances
- Associate VP Academic Affairs
  - Athletic Eligibility
  - American Indian Prgms
  - Black Programs
  - Catalog Editor
  - Chicano Programs
  - Coordinator, American Disabilities Act
  - Center for Learning Assistance
  - Education Diagnostician
  - Financial Aid
- VP Student Affairs
  - Auxiliary Services
    - Corbett Center
  - Counseling Center
  - Placement & Career Services
  - Student Development Center
  - Student Health Center
  - Associated Students of NMSU
- Deans
  - Agriculture & Home Economics
  - Arts & Sciences
  - Business Admin & Economics
  - Education
  - Engineering
  - Graduate School
  - Human & Community Services
    - Branch Campus Community Colleges
    - Weekend College
  - Library
- VP Business & Finance
  - Assistant VP Business & Finance
  - Budget Director
  - Controller
  - Physical Plant
- VP for Research & Economic Development
  - Associate VP International Prgms
  - Research
    - Border Research Institute
    - Grants & Contracts
    - Research Park
    - Technology & Transfer
    - Water Resources Research Institute
  - University Safety Office
  - Inst. Attending Vet

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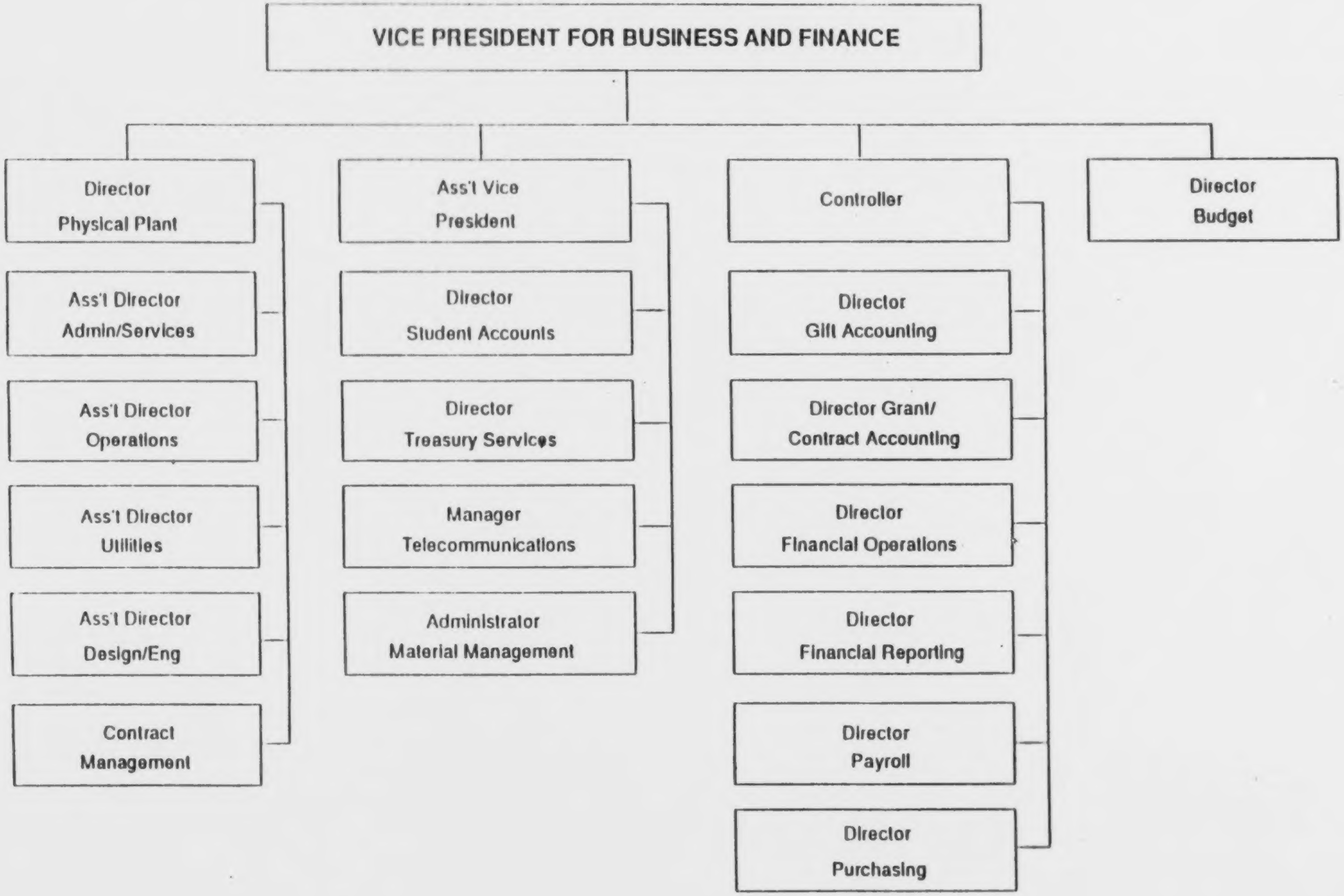
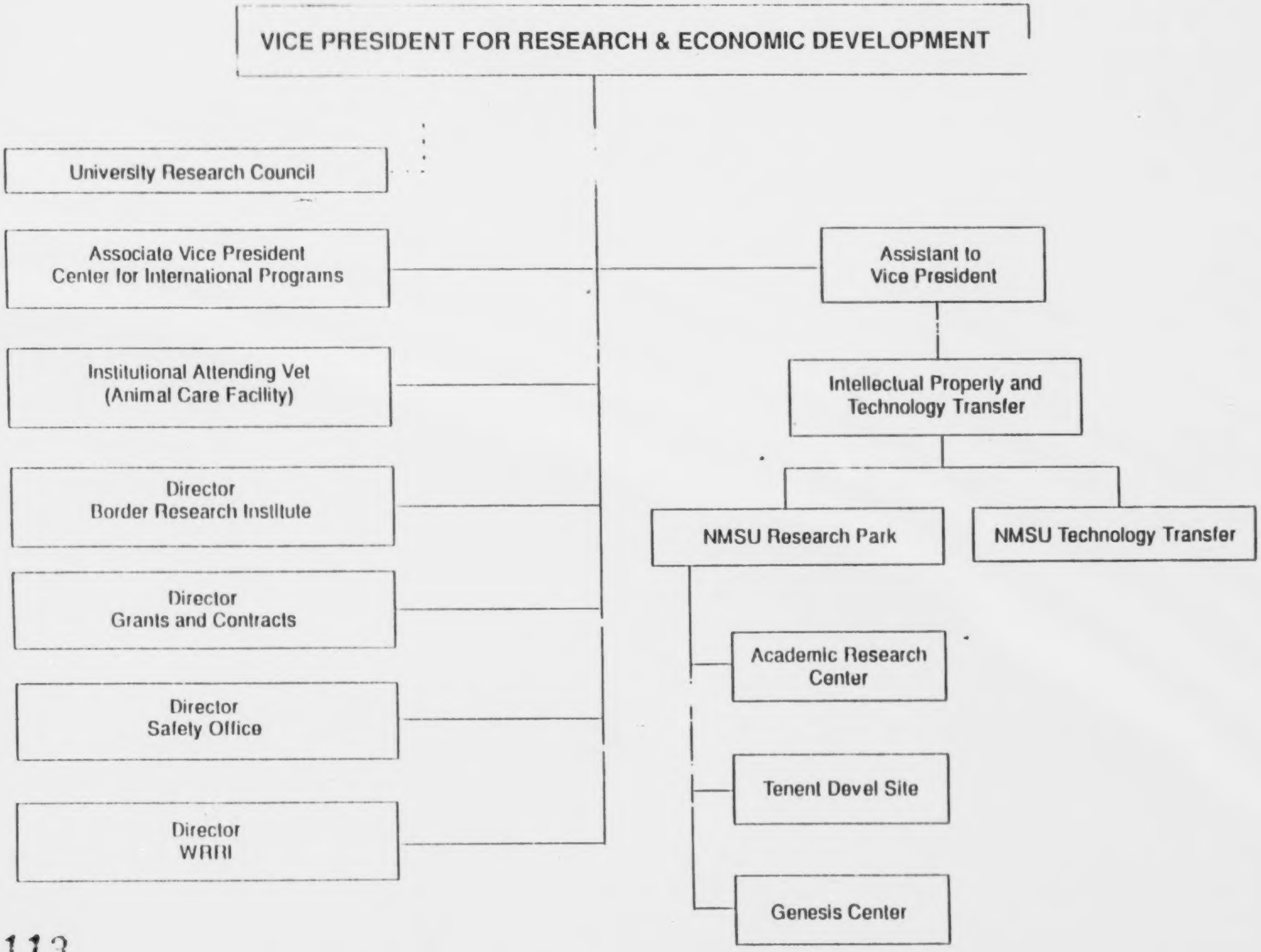
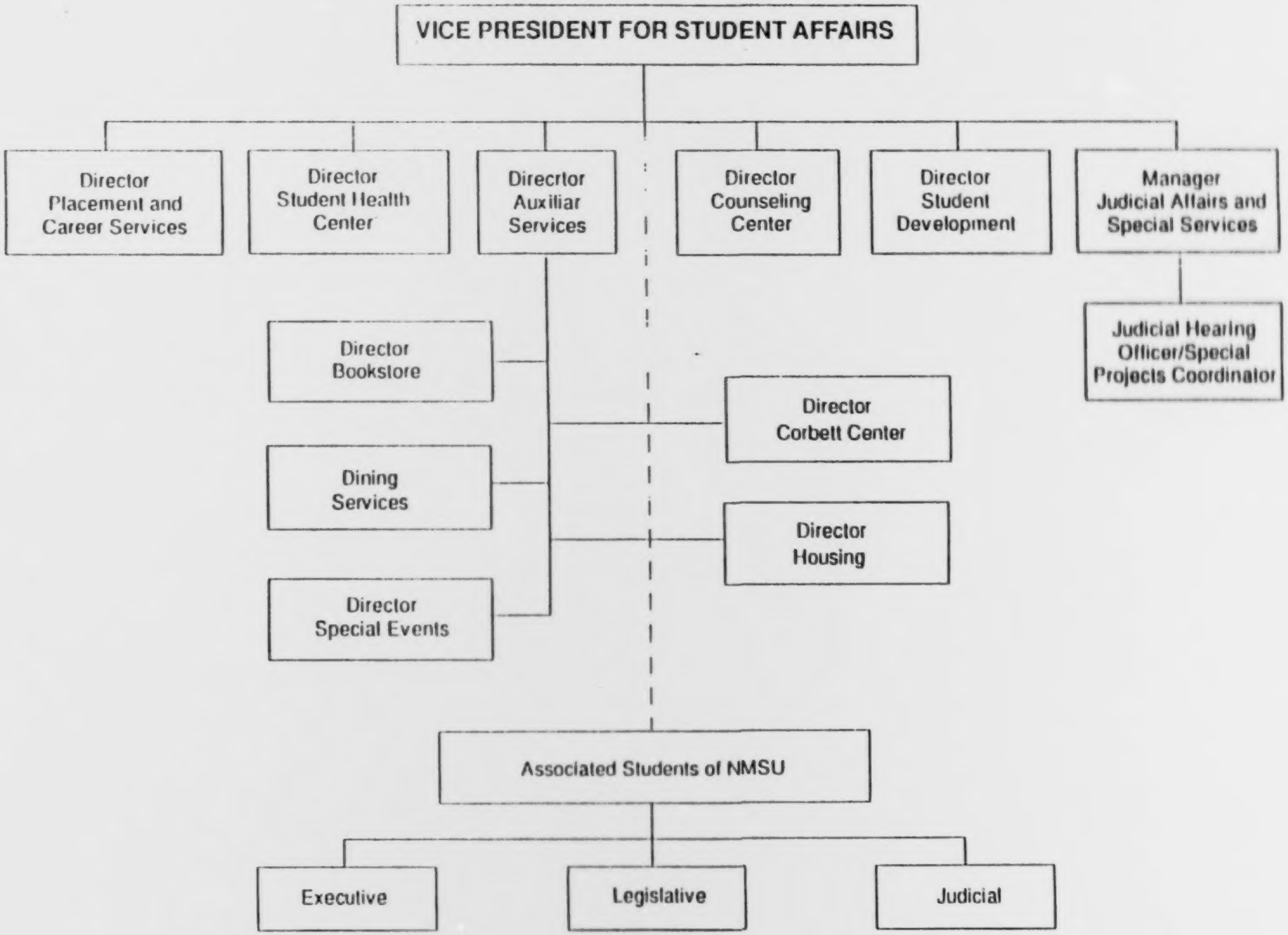
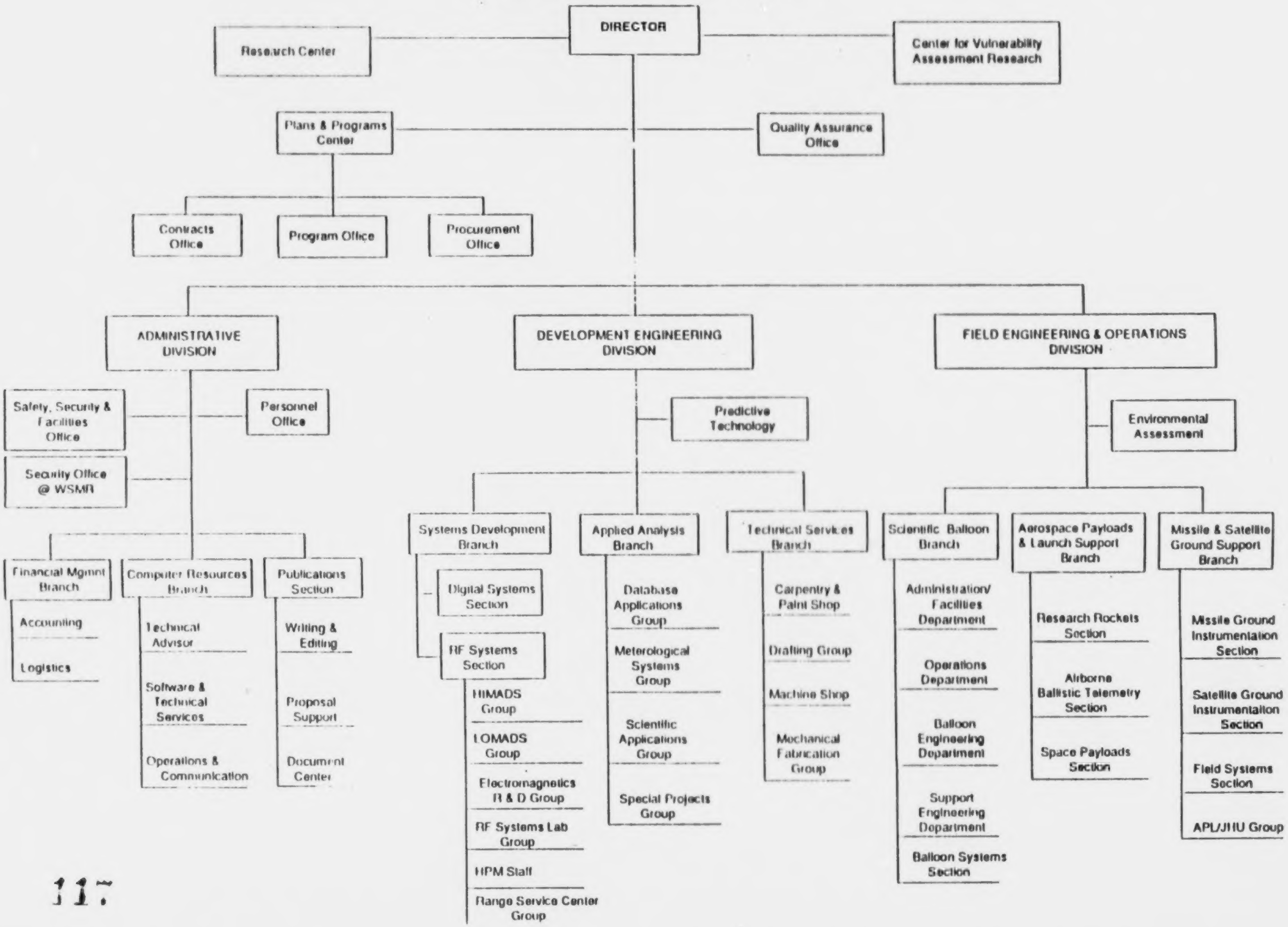

VICE PRESIDENT FOR BUSINESS AND FINANCE
Director Physical Plant
Ass't Director Admin/Services
Ass't Director Operations
Ass't Director Utilities
Ass't Director Design/Eng
Contract Management
Ass't Vice President
Director Student Accounts
Director Treasury Services
Manager Telecommunications
Administrator Material Management
Controller
Director Gift Accounting
Director Grant/ Contract Accounting
Director Financial Operations
Director Financial Reporting
Director Payroll
Director Purchasing
Director Budget


VICE PRESIDENT FOR RESEARCH & ECONOMIC DEVELOPMENT
University Research Council
Associate Vice President Center for International Programs
Institutional Attending Vet (Animal Care Facility)
Director Border Research Institute
Director Grants and Contracts
Director Safety Office
Director WRRI
Assistant to Vice President
Intellectual Property and Technology Transfer
NMSU Research Park
NMSU Technology Transfer
Academic Research Center
Tenent Devel Site
Genesis Center


VICE PRESIDENT FOR STUDENT AFFAIRS
Director Placement and Career Services
Director Student Health Center
Direcrtor Auxiliar Services
Director Counseling Center
Director Student Development
Manager Judicial Affairs and Special Services
Judicial Hearing Officer/Special Projects Coordinator
Director Bookstore
Dining Services
Director Special Events
Director Corbett Center
Director Housing
Associated Students of NMSU
Executive
Legislative
Judicial

PHYSICAL SCIENCE LABORATORY


DIRECTOR
Research Center
Center for Vulnerability Assessment Research
Plans & Programs Center
Quality Assurance Office
Contracts Office
Program Office
Procurement Office
ADMINISTRATIVE DIVISION
DEVELOPMENT ENGINEERING DIVISION
FIELD ENGINEERING & OPERATIONS DIVISION
Safety, Security & Facilities Office
Personnel Office
Security Office @ WSMR
Financial Mgmnt Branch
Accounting
Logistics
Computer Resources Branch
Technical Advisor
Software & Technical Services
Operations & Communication
Publications Section
Writing & Editing
Proposal Support
Document Center
Predictive Technology
Systems Development Branch
Digital Systems Section
RF Systems Section
HIMADS Group
LOMADS Group
Electromagnetics R & D Group
RF Systems Lab Group
HPM Staff
Range Service Center Group
Applied Analysis Branch
Database Applications Group
Meterological Systems Group
Scientific Applications Group
Special Projects Group
Technical Services Branch
Carpentry & Paint Shop
Drafting Group
Machine Shop
Mechanical Fabrication Group
Environmental Assessment
Scientific Balloon Branch
Administration/ Facilities Department
Operations Department
Balloon Engineering Department
Support Engineering Department
Balloon Systems Section
Aerospace Payloads & Launch Support Branch
Research Rockets Section
Airborne Ballistic Telemetry Section
Space Payloads Section
Missile & Satellite Ground Support Branch
Missile Ground Instrumentation Section
Satellite Ground Instrumentation Section
Field Systems Section
APL/JHU Group

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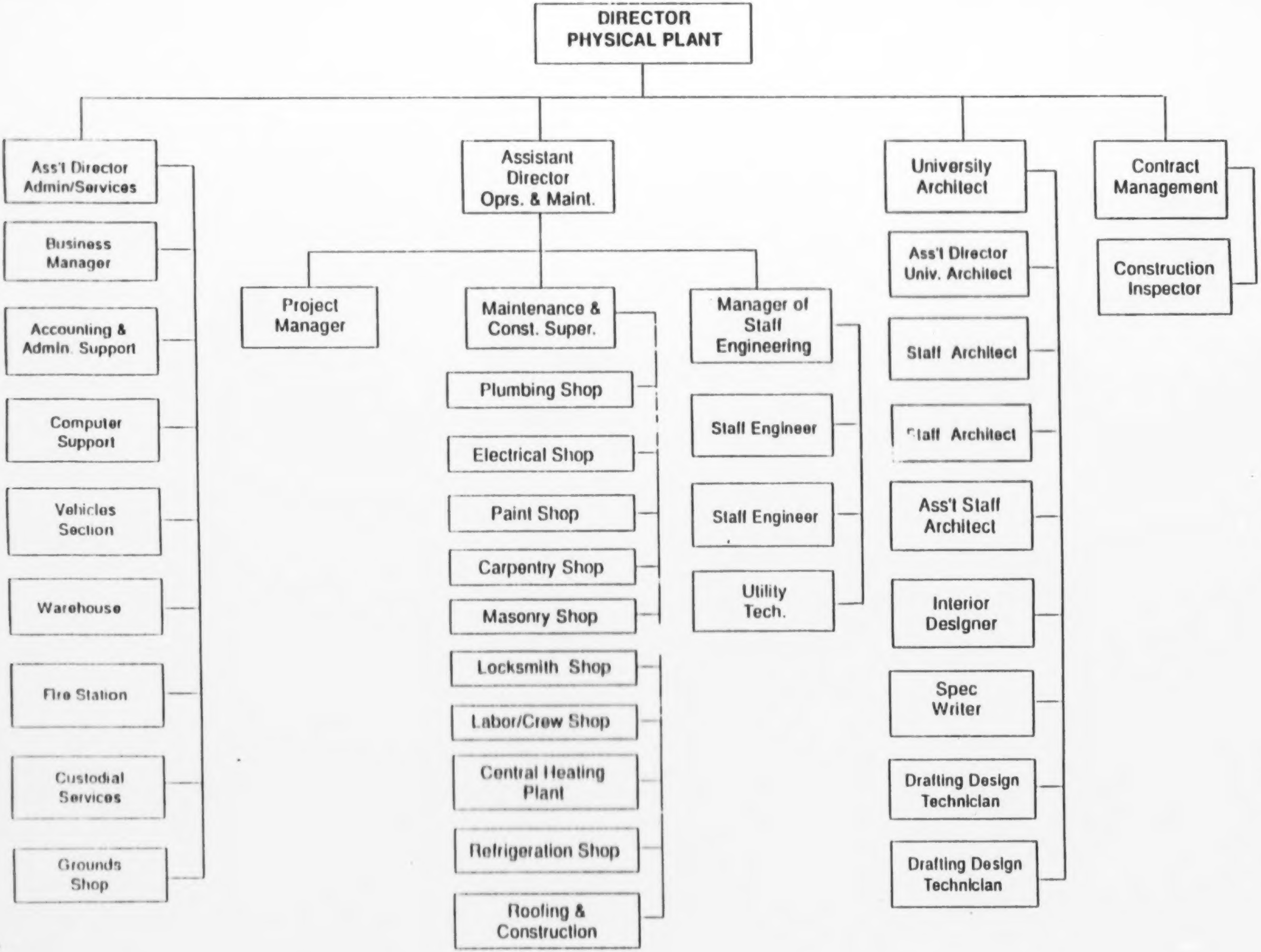
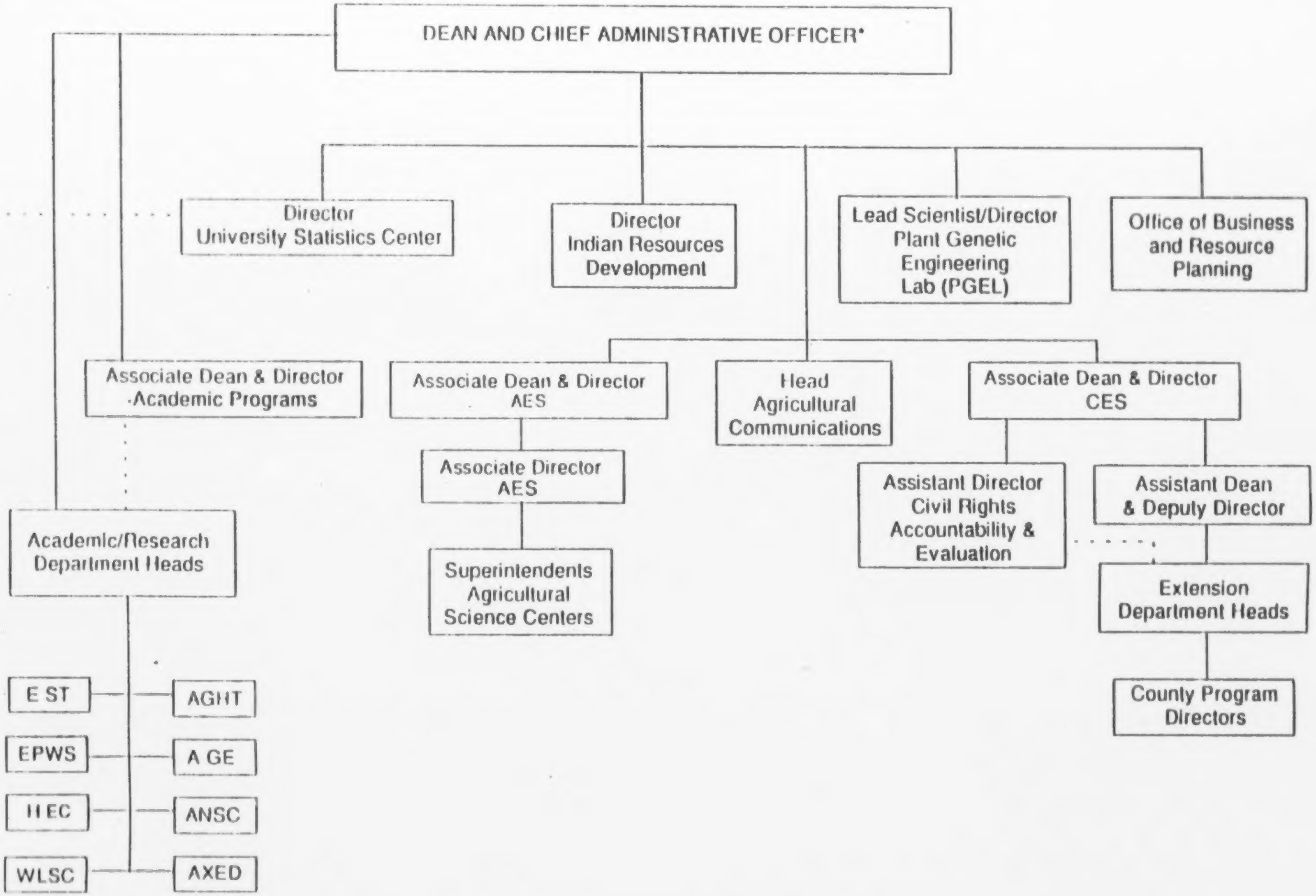
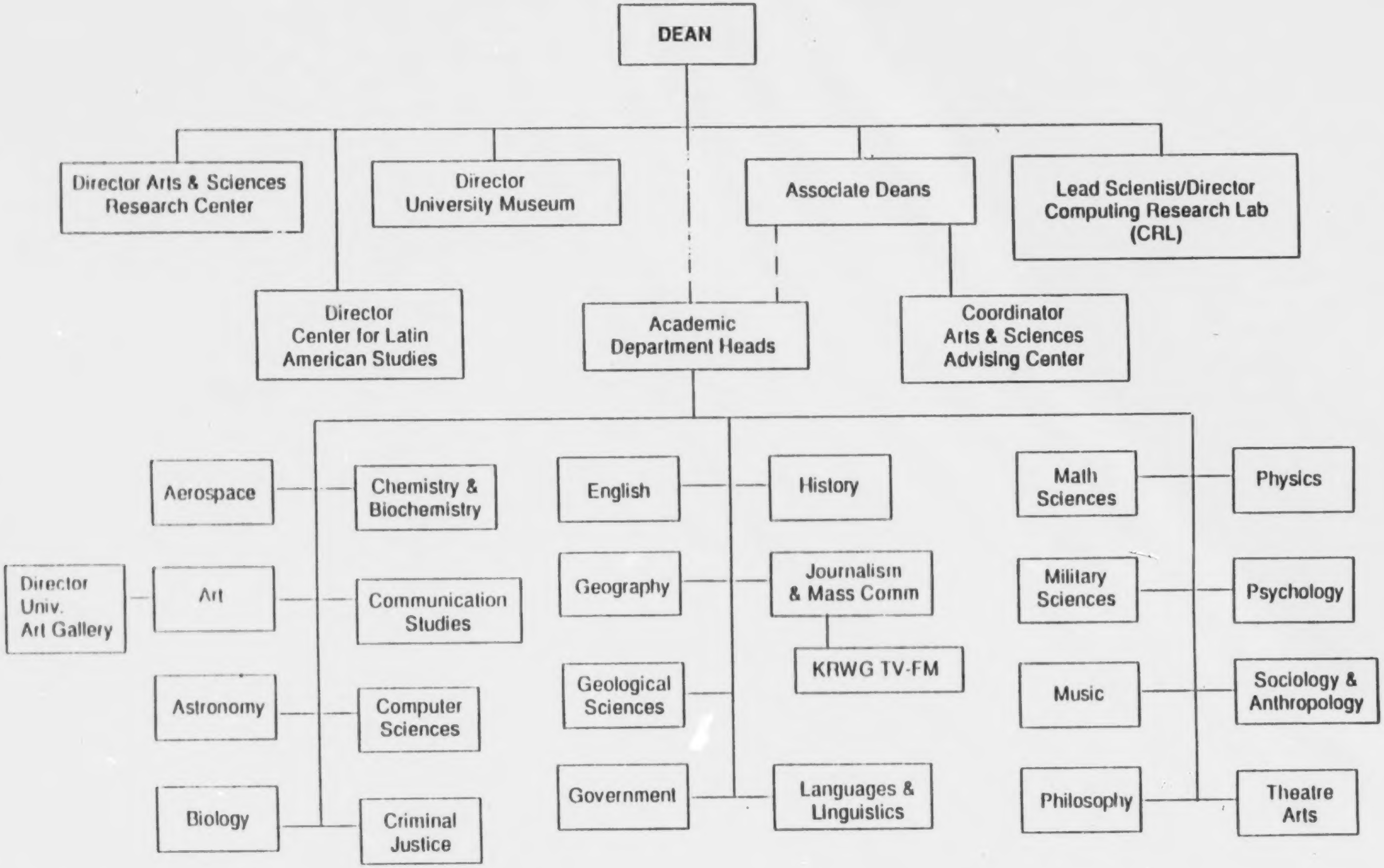

DIRECTOR PHYSICAL PLANT
Ass't Director Admin/Services
Business Manager
Accounting & Admin. Support
Computer Support
Vehicles Section
Warehouse
Fire Station
Custodial Services
Grounds Shop
Assistant Director Oprs. & Maint.
Project Manager
Maintenance & Const. Super.
Plumbing Shop
Electrical Shop
Paint Shop
Carpentry Shop
Masonry Shop
Locksmith Shop
Labor/Crew Shop
Central Heating Plant
Refrigeration Shop
Roofing & Construction
Manager of Staff Engineering
Staff Engineer
Staff Engineer
Utility Tech.
University Architect
Ass't Director Univ. Architect
Staff Architect
Staff Architect
Ass't Staff Architect
Interior Designer
Spec Writer
Drafting Design Technician
Drafting Design Technician
Contract Management
Construction Inspector

COLLEGE OF AGRICULTURE AND HOME ECONOMICS


DEAN AND CHIEF ADMINISTRATIVE OFFICER*
Director University Statistics Center
Director Indian Resources Development
Lead Scientist/Director Plant Genetic Engineering Lab (PGEL)
Office of Business and Resource Planning
Associate Dean & Director Academic Programs
Associate Dean & Director AES
Head Agricultural Communications
Associate Dean & Director CES
Associate Director AES
Assistant Director Civil Rights Accountability & Evaluation
Assistant Dean & Deputy Director
Academic/Research Department Heads
Superintendents Agricultural Science Centers
Extension Department Heads
County Program Directors
E ST
AGHT
EPWS
A GE
HEC
ANSC
WLSC
AXED

*Dean coordinates with: Director, NMDA
Dean Graduate School

COLLEGE OF ARTS & SCIENCES


DEAN
Director Arts & Sciences Research Center
Director University Museum
Associate Deans
Lead Scientist/Director Computing Research Lab (CRL)
Director Center for Latin American Studies
Academic Department Heads
Coordinator Arts & Sciences Advising Center
Aerospace
Chemistry & Biochemistry
English
History
Math Sciences
Physics
Director Univ. Art Gallery
Art
Communication Studies
Geography
Journalism & Mass Comm
Military Sciences
Psychology
KRWG TV-FM
Astronomy
Computer Sciences
Geological Sciences
Music
Sociology & Anthropology
Biology
Criminal Justice
Government
Languages & Linguistics
Philosophy
Theatre Arts

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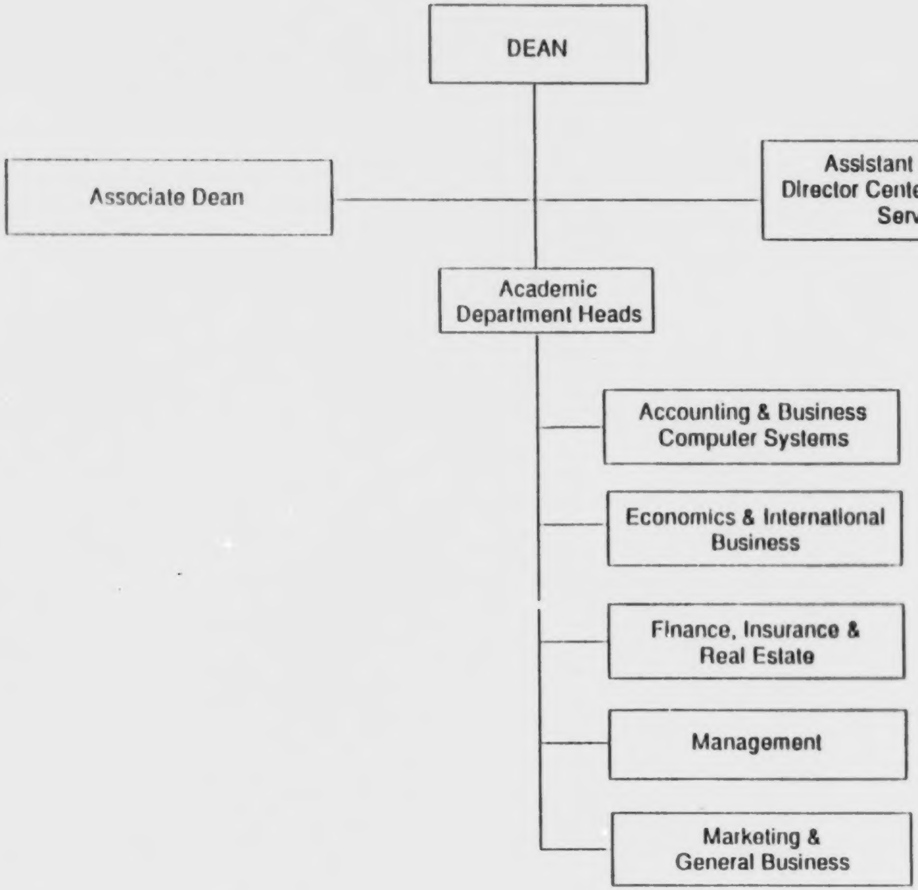
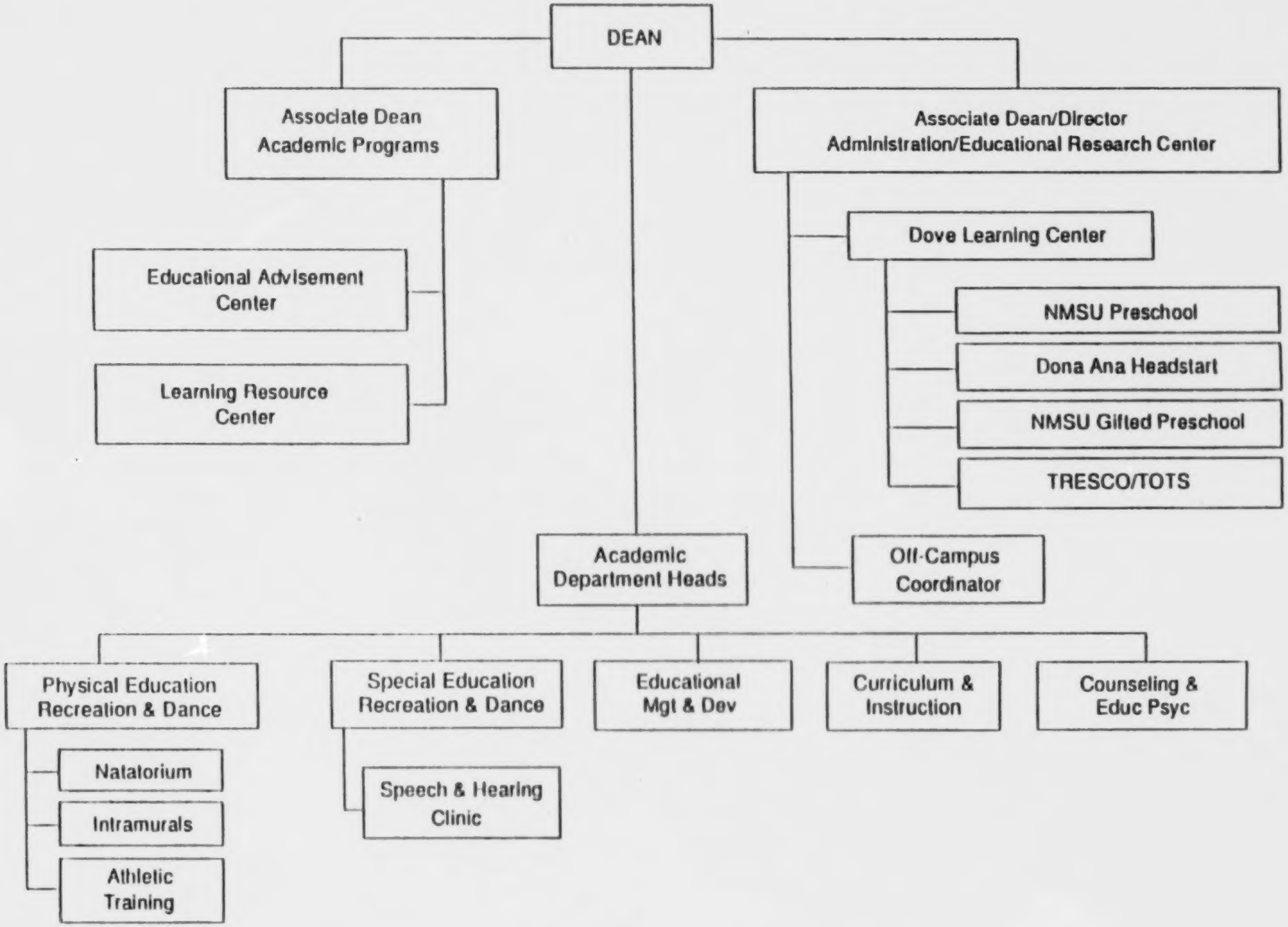
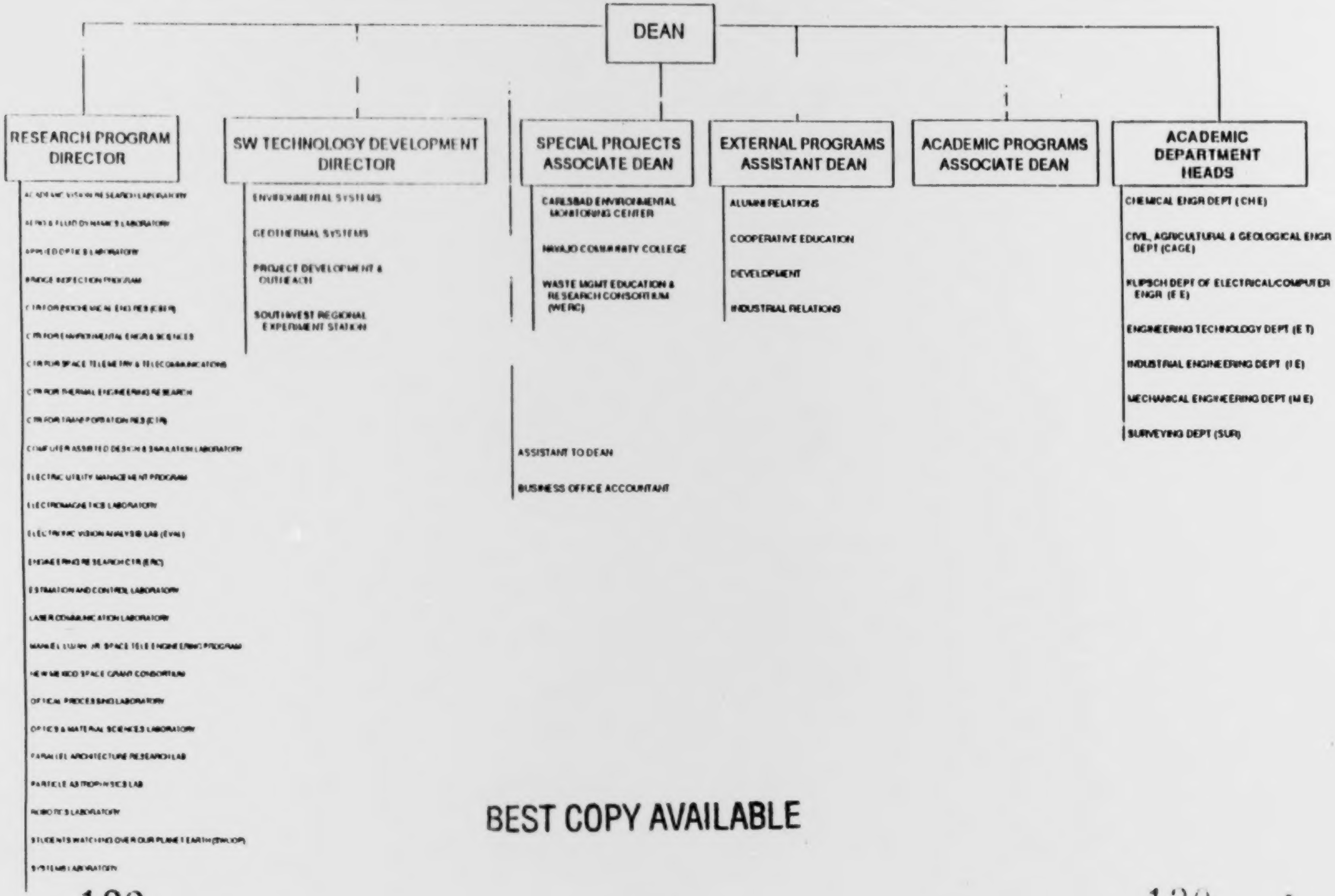
COLLEGE OF BUSINESS ADMINISTRATION & ECONOMICS


DEAN
Associate Dean
Assistant Dean and Director Center for Business Services
Academic Department Heads
Accounting & Business Computer Systems
Economics & International Business
Finance, Insurance & Real Estate
Management
Marketing & General Business

COLLEGE OF EDUCATION


DEAN
Associate Dean Academic Programs
Associate Dean/Director Administration/Educational Research Center
Educational Advisement Center
Learning Resource Center
Dove Learning Center
NMSU Preschool
Dona Ana Headstart
NMSU Gifted Preschool
TRESCO/TOTS
Academic Department Heads
Off-Campus Coordinator
Physical Education Recreation & Dance
Special Education Recreation & Dance
Educational Mgt & Dev
Curriculum & Instruction
Counseling & Educ Psyc
Natatorium
Intramurals
Athletic Training
Speech & Hearing Clinic

COLLEGE OF ENGINEERING


DEAN
RESEARCH PROGRAM DIRECTOR
ADVANCED VISION RESEARCH LABORATORY
AERO & FLUID DYNAMICS LABORATORY
APPLIED OPTICS LABORATORY
BRIDGE INSPECTION PROGRAM
CTR FOR BIOCHEMICAL ENG RES (CBER)
CTR FOR ENVIRONMENTAL ENGR & SCIENCES
CTR FOR SPACE TELEMETRY & TELECOMMUNICATIONS
CTR FOR THERMAL ENGINEERING RESEARCH
CTR FOR TRANSPORTATION RES (CTR)
COMPUTER ASSISTED DESIGN & SIMULATION LABORATORY
ELECTRIC UTILITY MANAGEMENT PROGRAM
ELECTROMAGNETICS LABORATORY
ELECTRONIC VISION ANALYSIS LAB (EVAL)
ENGINEERING RESEARCH CTR (ERC)
ESTIMATION AND CONTROL LABORATORY
LASER COMMUNICATION LABORATORY
MANUEL LUJAN JR. SPACE TELE ENGINEERING PROGRAM
NEW MEXICO SPACE GRANT CONSORTIUM
OPTICAL PROCESSING LABORATORY
OPTICS & MATERIAL SCIENCES LABORATORY
PARALLEL ARCHITECTURE RESEARCH LAB
PARTICLE ASTROPHYSICS LAB
ROBOTICS LABORATORY
STUDENTS WATCHING OVER OUR PLANET EARTH (SWOOP)
SYSTEMS LABORATORY
SW TECHNOLOGY DEVELOPMENT DIRECTOR
ENVIRONMENTAL SYSTEMS
GEOTHERMAL SYSTEMS
PROJECT DEVELOPMENT & OUTREACH
SOUTHWEST REGIONAL EXPERIMENT STATION
SPECIAL PROJECTS ASSOCIATE DEAN
CARLSBAD ENVIRONMENTAL MONITORING CENTER
NAVAJO COMMUNITY COLLEGE
WASTE MGMT EDUCATION & RESEARCH CONSORTIUM (WERC)
ASSISTANT TO DEAN
BUSINESS OFFICE ACCOUNTANT
EXTERNAL PROGRAMS ASSISTANT DEAN
ALUMNI RELATIONS
COOPERATIVE EDUCATION
DEVELOPMENT
INDUSTRIAL RELATIONS
ACADEMIC PROGRAMS ASSOCIATE DEAN
ACADEMIC DEPARTMENT HEADS
CHEMICAL ENGR DEPT (CH E)
CIVIL, AGRICULTURAL & GEOLOGICAL ENGR DEPT (CAGE)
KLIPSCH DEPT OF ELECTRICAL/COMPUTER ENGR (E E)
ENGINEERING TECHNOLOGY DEPT (E T)
INDUSTRIAL ENGINEERING DEPT (I E)
MECHANICAL ENGINEERING DEPT (M E)
SURVEYING DEPT (SUR)

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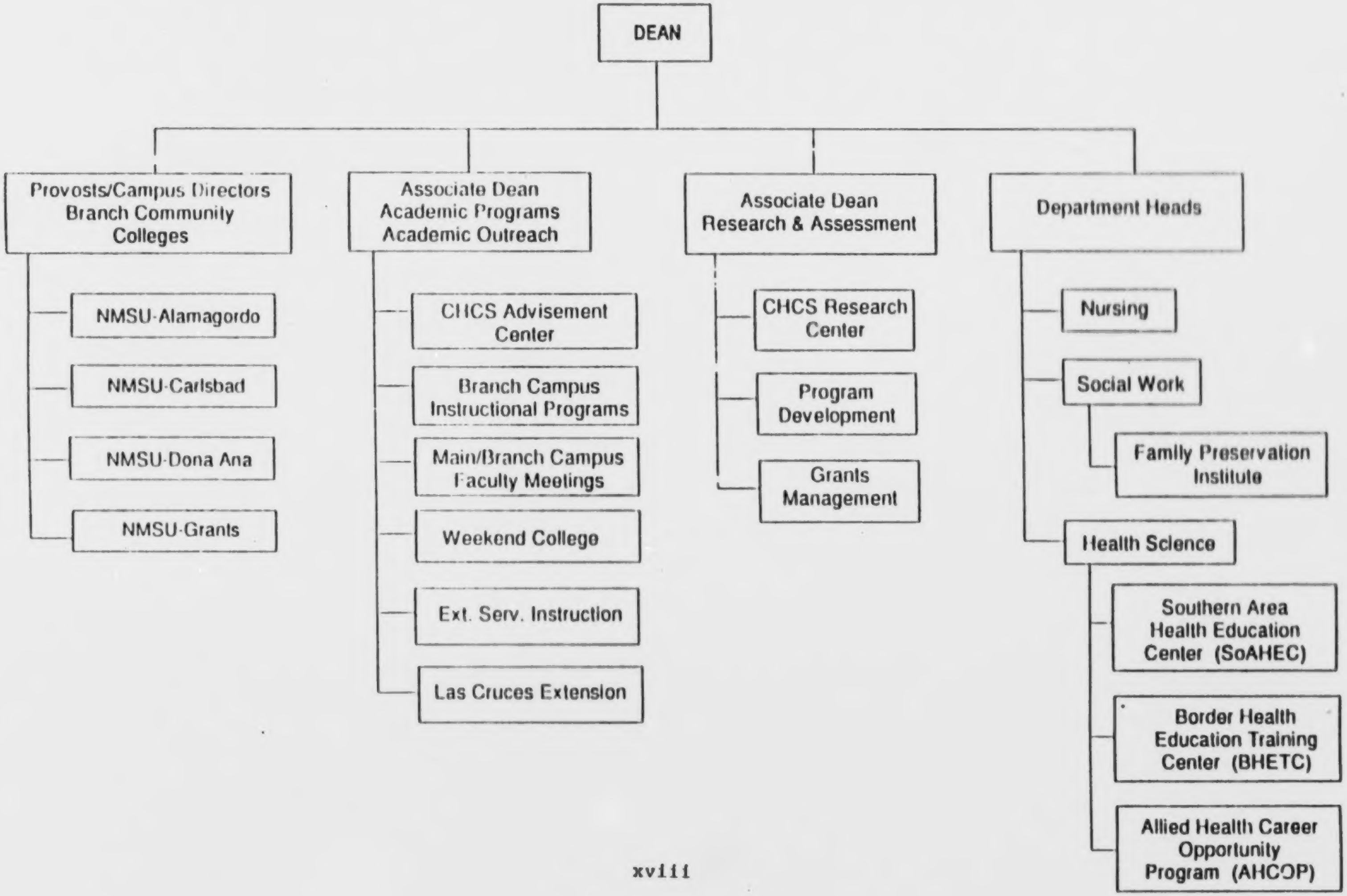
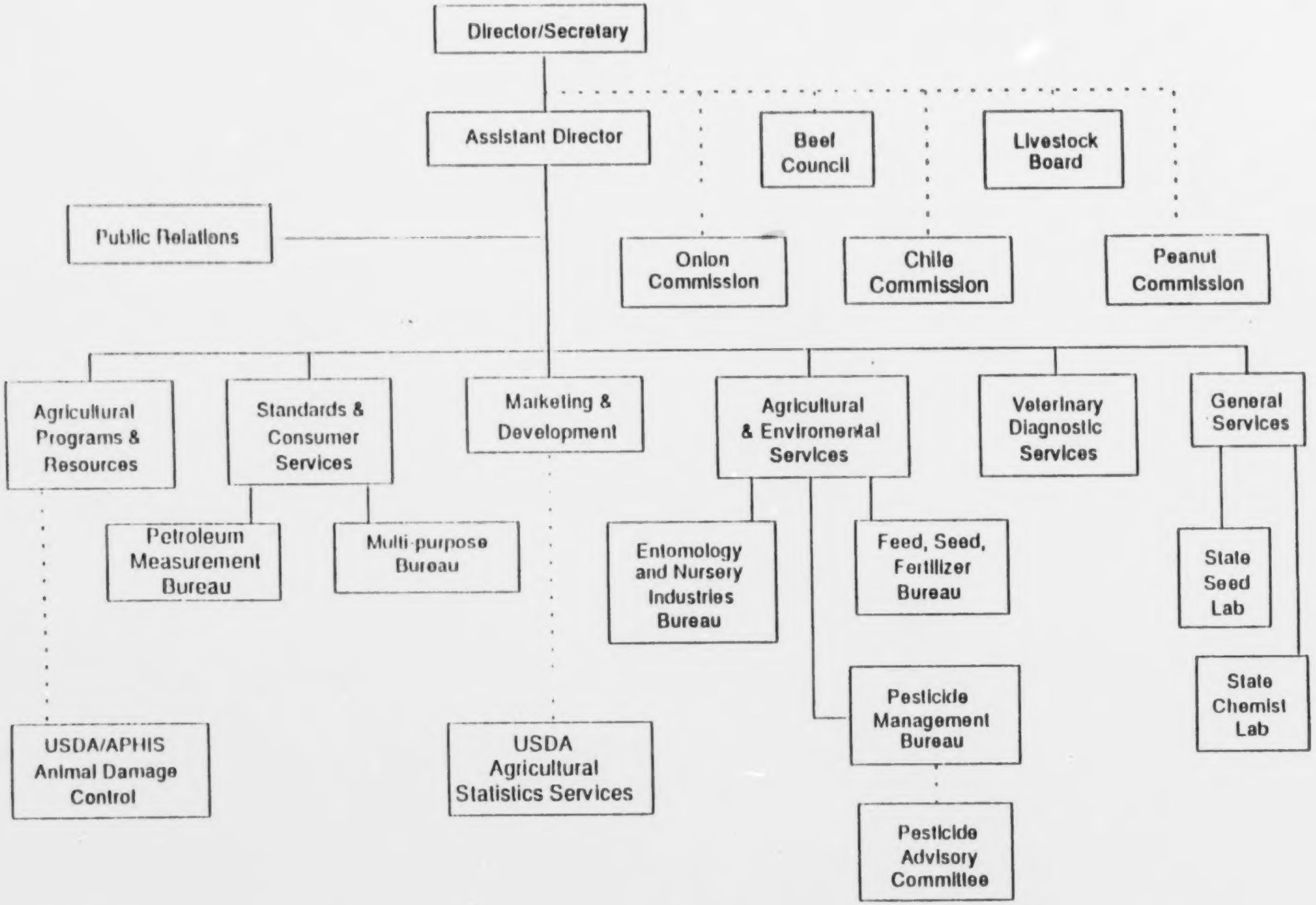
COLLEGE OF HUMAN AND COMMUNITY SERVICES


DEAN
Provosts/Campus Directors Branch Community Colleges
NMSU-Alamagordo
NMSU-Carlsbad
NMSU-Dona Ana
NMSU-Grants
Associate Dean Academic Programs Academic Outreach
CHCS Advisement Center
Branch Campus Instructional Programs
Main/Branch Campus Faculty Meetings
Weekend College
Ext. Serv. Instruction
Las Cruces Extension
Associate Dean Research & Assessment
CHCS Research Center
Program Development
Grants Management
Department Heads
Nursing
Social Work
Family Preservation Institute
Health Science
Southern Area Health Education Center (SoAHEC)
Border Health Education Training Center (BHETC)
Allied Health Career Opportunity Program (AHCOP)

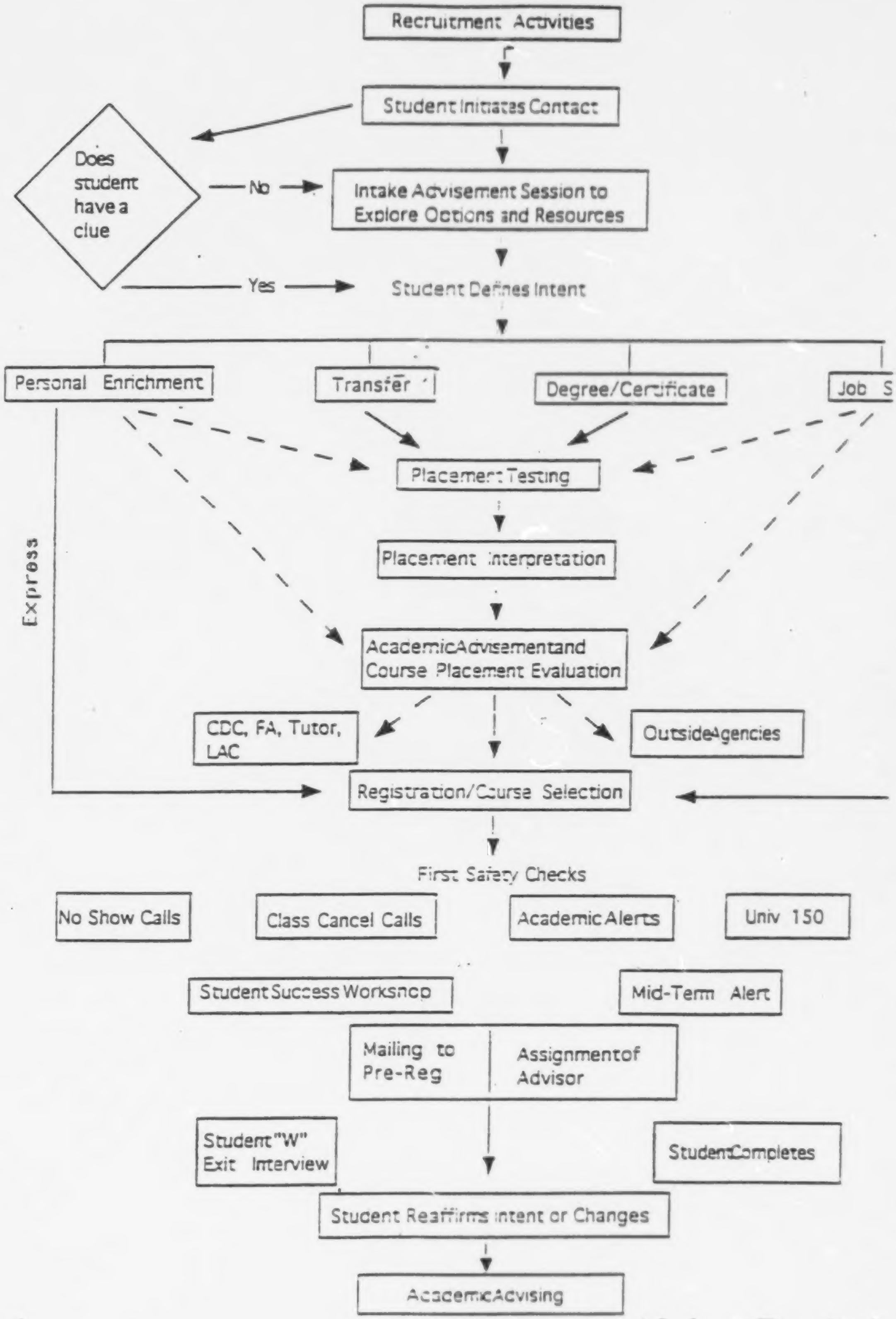
NEW MEXICO DEPARTMENT OF AGRICULTURE


Director/Secretary
Assistant Director
Beef Council
Livestock Board
Public Relations
Onion Commission
Chile Commission
Peanut Commission
Agricultural Programs & Resources
Standards & Consumer Services
Marketing & Development
Agricultural & Enviromental Services
Veterinary Diagnostic Services
General Services
Petroleum Measurement Bureau
Multi-purpose Bureau
Entomology and Nursery Industries Bureau
Feed, Seed, Fertilizer Bureau
State Seed Lab
State Chemist Lab
Pesticide Management Bureau
USDA/APHIS Animal Damage Control
USDA Agricultural Statistics Services
Pesticide Advisory Committee

Key: ---Coordination
—Control

APPENDIX XIII

STUDENT SUCCESS MODEL


Recruitment Activities
Student Initiates Contact
Does student have a clue
No
Intake Advisement Session to Explore Options and Resources
Yes
Student Defines Intent
Personal Enrichment
Transfer
Degree/Certificate
Job S
Express
Placement Testing
Placement Interpretation
Academic Advisement and Course Placement Evaluation
CDC, FA, Tutor, LAC
Outside Agencies
Registration/Course Selection
First Safety Checks
No Show Calls
Class Cancel Calls
Academic Alerts
Univ 150
Student Success Workshop
Mid-Term Alert
Mailing to Pre-Reg
Assignment of Advisor
Student "W" Exit Interview
Student Completes
Student Reaffirms Intent or Changes
Academic Advising

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APPENDIX XIV

Welcome to NMSU
At
Carlsbad

A New Student Orientation Guide

Man's mind once stretched by new ideas never regains - or remains limited by its original dimensions.
(Oliver W. Holmes)

Prepared by:
NMSU-Carlsbad Student Serices Department
Fall, 1994

New Mexico State University at Carlsbad
1500 University Drive
Carlsbad, New Mexico 88220
Telephone (505) 885-8831

Dear Students:

Welcome to New Mexico State University at Carlsbad. I am glad you have chosen your community college to begin or continue your goals in higher education. You will find the college a comprehensive one, with nationally accredited transfer and vocational programs, community service non-credit courses for a variety of interests, and other educational activities in support of our community.

The faculty, staff and administration are dedicated to your success, and our offices are open to assist you. We want to provide you with quality education experiences in an atmosphere conducive to learning.

This orientation booklet contains information and reference materials important to you in planning your education and reaching your goals. We encourage you to use to your advantage this and other resources made available to you at this college.
Welcome and best wishes in pursuing lifelong learning.

Sincerely,

Douglas E. Burgham
Provost

PLACEMENT TESTING

Placement testing is required of all new (first-time) students planning to enroll for coursework at NMSU-C. In particular - all degree/certificate seeking students, all beginning full-time students, all transfer students, and all students who plan or need to take either English or Math here at NMSU-C are expected to complete the placement testing activity.

Facts About Entry Placement Testing:

1. The Placement Tests assess student knowledge and skills in the areas of Math, English, and Reading.
2. Students can neither pass nor fail the placement tests since their purpose and function is to "place" a student into an appropriate level or area of Basic Skills coursework (if needed) - upon review and verification by an advisor.
3. Placement testing is designed and intended to be a "one-time" only event. However, if a student begins schooling at NMSU-C and then "stops out" for a period of time before returning, one year must pass before the test may be taken again by that student.
4. It takes about 3 hours for a student to complete the entire test battery, so students are encouraged to plan ahead for this event.
5. The Placement time is given at scheduled times only. A schedule is available in the LAC and the Student Services areas.
6. It is suggested that students attend a TEST-PREP Workshop before testing. Dates and times appear on the testing schedule.
7. Test results are available immediately upon the completion of the test; the student must save that score result report and take it to the advisor at the scheduled appointment time.
8. There is no requirement or expectation that a student study or do review work before taking the placement test. However, a student may choose to use the LAC for that purpose as long as the Placement Test is taken before receiving advisement to schedule classes for a given semester.
9. The name of the assigned advisor will appear at the end of a student's test score report.

NOTE: Registration may not be deemed completed until a new student has completed placement testing and attended an orientation session.

DEVELOPMENTAL STUDIES SEQUENCE

Note: The L.A.C. - based C.C.D.S. 110N course offering (Personal Learning Skills) may be used to support - but not substitute for - any of required or recommended basic skills courses listed below:

	MATH	**ENGLISH**	**READING**
College Prep.	CCDS 111N-LAC (Basic Math Function)	CCDS 113N-LAC (Basic Eng. Rev.)	Language Retraining (Non-Credit)
	↓	↓	↓
(Level I)	CCDM 103N (Pre-Algebra)	CCDE 105N (Effect. Commun.)	CCDS 104N (Comp. Rdg Devel.)
	↓	↓	↓
(Level II)	CCDM 112N...113N or *CCDM 114N (Basic Algebra)	CCDE 110N (Gen. Comp.) ↓ ENG 111G	CCDS 108 (Acad. Rdg/Study) ↓ RDG 113 (Effect. Rdg-Univ. Level)

*Student should earn an "A" or strong "B" in CCDM 103N before taking CCDM 114N - otherwise take CCDM 112N.

Basic Skills Proficiency is defined as demonstrated student mastery of the different skills represented within the courses shown above. How far beyond any student goes in a given area is dependent on a student's interest, ability, and major field requirements.

	↓	↓	↓
(Level III)	Math 115 (Intermed. Algebra)	English 112 (Fresh. Comp. II)	Reg. Acad./Vocational Coursework

Placement and Student "Readiness" Criteria:

Recommended placement of new or entry-level students at this college is dependent upon the following factors. Your advisor (as assigned) will consider all of these factors when discussion begins about what courses (or course levels) should be taken.

1. Student assessment results with accompanying recommendations - upon student completion of entry "placement" testing (A.S.S.E.T.).
2. Preparatory courses taken or grades earned during a student's high school years.
3. Student goals, needs, or interests as indicated.
4. Any faculty or departmental recommendation that might be made.
5. Student A.C.T. or S.A.T. results - when either the test has already been taken and results made available.
6. Student formal learning background or experience - particularly with those adults who have been out of a formal learning/schooling environment for a number of years.
7. Student transfer credits earned - for coursework taken elsewhere.
8. Student identified major - or primary vocational and academic goals.

RECOMMENDED DEVELOPMENTAL-LEVEL BRIDGE AND LEVELING COURSES

The following courses are highly recommended for all new or returning adult learners who fall into one or more of the following categories: Those who qualify for "Provisional" entry/admissions status; those whose basic skills are inadequate or in need of rebuilding; those who have been out of a formal classroom setting for a number of years; and those who wish to solidify or strengthen the basic skills foundation before taking more advanced college coursework.

Bridge Leveling Courses (Freshmen Level):

- Univ. 150: Freshmen Experience - focus on college preparation and study skills
- A.S. 102: Career Planning and Development: focus on career decision-making, job skills, and other related activities
- C.C.D.S. 110N: Personal Learning Skills - self paced learning and training opportunities; focus on Basic Skills Mastery; flexible scheduling with individual/group tutor assistance available; also - multiple learning options (in the LAC).
- C.C.D.S. 111N: Study Skills for Math - focus on building or re-building basic math skills in preparation for more advanced math coursework required - or to be taken later emphasis on study and learning strategies.
- C.C.D.S. 113N: Study Skills for English - focus on Basic English skills (grammar/mechanics/usage) in preparation for more advanced English coursework later. Emphasis on study and learning strategies.
- C.C.D.S. 104N: Comprehensive Reading Development - Basic Reading Skills emphasis recommended for any student whose reading ability is between 6.0 to 10.0 equivalency level.
- Language Retraining: A non-credit offering designed to train or retrain Dyslexic adults to function more effectively in the ares of Reading and English.
- C.C.D.M. 103N: Pre-Algebra - first level of the math course sequence.
- C.C.D.E. 105N: Effective Communication - first level of the English course sequence.

NOTE: An "N" designated course does not count (or substitute) as a required or elective course on any degree program at NMSU-C.

How to Register for Classes

Did you attend NMSU-C last semester? If you did, skip "Apply" and begin "Register." If you have never attended classes at NMSU-C or you did not classes at NMSU-C last semester you must be admitted before you can regi for classes.

Apply

for Admission or Readmission

(1) Fill out an application for admission (available at NMSU-C Student Services Office).

If you are applying for financial aid or veterans benefits, you must apply as a degree-seeking student.

(2) Submit the completed application to NMSU-Carlsbad, 1500 University Drive, Carlsbad, NM 88220.

If you have never taken classes at NMSU-C before, you must include with your application a one-time, non-refundable $10 admission fee.

(3) Request GED scores or transcripts from former high schools and/or colleges be sent to NMSU-C. Also, if you are applying for financial aid, request financial aid transcripts from all colleges attended.

(4) A Permit to Enroll will be mailed to you.

(5) All new, transfer and re-admit degree-seeking students are expected to complete the new student orientation and college placement tests given by the LAC (885-8831, ext. 387). Please make arrangements to do so before registration.

Register

for Classes

(1) Obtain a course request card from the Student Services Office.

(2) Select your courses with the help of your advisor or the program contact.

(3) Complete your course request card and have your advisor sign it.

(4) Submit your course request card to Student Services Office.

Pay

for Your Classes

(1) After you submit your course request card in the Registrar's Office in Student Services then proceed to the Business Office to sign your printout and to pay (or make arrangements for payment) for classes. Your registration is not complete until this is done.

If you have questions about financial aid, please go to the Financial Aid Office in Student Services.

(2) Obtain your books and supplies from the Bookstore during designated times (to be posted or announced).

DEGREE AND CERTIFICATE PROGRAMS

(As of Spring, 1995)

I. Degree Programs:

- Associate of Arts Degree
- Associate Degree Undesignated
- Associate of Applied Science Degree
  (Options) Computer Information Systems
  Electronics Technology
  Environmental and Science Technology
  Welding Technology
- Associate Degree in Criminal Justice
- Associate Degree in Nursing
- Associate Degree in Pre-Business
- Associate Degree in Radiologic Technology
- Associate Degree in Secretarial Administration

II. Certificate Programs:

Accounting
Banking
Data Processing/Programming
Microcomputer Applications
Paralegal
Practical Nursing
Bookkeeping
Office Secretary
Word Processing
Stainless Steel Welding
Welding Trades

Transfer Programs:

Assoc. in Radiologic Tech.
Pre-Elementary Education
Pre-Secondary Education
Pre-Engineering
Pre-Social Work
Pre-Physical Therapy
Pre-Medical/Pre-Dental
Pre-Chiropractic
Pre-Pharmacy
Pre-Architecture
Pre-Occupational Therapy
Respiratory Care

III. Degree/Certificate Requirements:

- Basic Skills proficiency in Reading, English, and Math
- Satisfactory completion of all required Degree/Certificate coursework
- A G.P.A. of 2.0 or higher
- Completion of at least 15 semester credit hours taken at (or from) New Mexico State University.
- Completion of required application forms
- Payment of any required fees

NOTE: Specific Degree/Certificate plans or checklists provide more complete information. These program descriptions may be obtained from your advisor or from the Student Services Office.

GRADES AND RELATED INFORMATION

The office of the Registrar mails a record of the grades and credits to the student at the end of each regular semester. It is the responsibility of the student to provide the office of the Registrar with the correct address to which grades should be mailed.

Letter Grades Assigned:

A: Excellent Work
B: Better than Average
C: Average Work
D: Below Average
F: Failing Work
I: Incomplete
W: Official Withdrawal
CR: Credit Authorized - but no grade
RR: Progress in Undergrad Course
S: Satisfactory
U: Unsatisfactory
AU: Audit (No grade - full tuition)

Class Load:

The normal, full-time course load in a regular semester for students is 16-18 semester hours. A maximum load is 18 credit hours. Students desiring to take an overload of more than 18 hours need the permission of the Assistant Provost of Student Services.

The Adjusted Credit Option:

This option may be used only once and is not reversible. This option gives any student the opportunity to "start over" with their academic record - a chance made often because of very poor or failing grades made. Courses taken and grades made remain on the official record, but "adjusted" credit grades are not calculated in the cumulative grade point average once this option is done.

Criteria: A $10 fee is required.
Student must be currently enrolled.
Student must be pursuing an Associates or Bachelor degree.
Student must have accumulated less than 60 credits.
Option must be exercised during the Fall or Spring Semester before the last day to drop a course.

Degree Checks:

Upon completion of at least 45 credits, a student may request that a degree check be completed through our Student Services Office. This allows a student to know in advance what courses are yet needed to fulfill any designated degree requirements. For those students about to file for - or complete - a degree, this check should be requested and completed prior to the students final semester here.

SCHOLASTIC STANDING

I. Provisional Admission:
A New Mexico resident who does not meet the requirements for regular admission may be "provisionally" admitted - to allow the opportunity for such individuals to prove their ability to succeed academically at the college level.

II. Scholastic Warning:
This applies only to new students attending college for the first time, when at the end of their first semester of coursework, they have earned less than a 2.0 cumulative G.P.A. - unless the first enrollment was a summer session. This notification (if applicable) will appear on the student score report form.

III. Scholastic Probation:
This notification appears on a student's official grade report at the end of a grading period. Students are placed on probation when their cumulative G.P.A. falls below 2.0 ("C" level). This may occur after a "Scholastic Warning" notification has previously been issued.

IV. Scholastic Suspension:
Students enrolled on a probationary status may be suspended when both the semester G.P.A. and the cumulative G.P.A. are below 2.0. A first suspension is one semester in duration; a second suspension requires student enrollment exclusion for 1 calendar year; and a third suspension also involves enrollment exclusion for 1 calendar year and requires the student submittal of a Petition for re-entry.

Provisional-Status Entry Criteria

Less than a 2.0 H.S. G.P.A.
or
Less than a 50 G.E.D. Average Score

NOTE: Students admitted on a provisional basis are strongly advised to enroll in UNIV 150, CCDS 110N, and recommended Basic Skills courses - as needed.

Factors Related to Academic or Vocational Success:

1. Student commitment to learning and personal development.
2. Student ability and skill levels upon entry - especially Basic Skills abilities.
3. Student Readiness for college or particular coursework.
4. Student personal attitudes and interests (goals).
5. Student expectancy in relation to college.
6. Student work ethic.
7. Student level of planning or control regarding the potential for interference from external sources, needs, or problems (home, job, or other).

Success is little more than preparation meeting opportunity; so prepare now to assure success (or prevent problems) later.

THE LEARNING ASSISTANCE CENTER

Contact Number: 885-8831, ext. 382 or 387
Location: 2nd floor of the Instructional Center, Room 253

I. Program Overview: The Learning Assistance Center is designed and implemented to provide a number of student support services to adult learners (or entrants) here at NMSU-C. The focus of activities and services as cffered or provided to interested participants is upon Basic Skills training - including G.E.D. preparation, Special-Needs Assistance, College preparation, Vocational program support, and student testing/assessment. The goals and purposes of this support service area include - preparing non-traditional or returning adult learners to enroll and succeed in college; providing the support services needed to enable currently enrolled adult learners to succeed in college coursework being taken; and enabling "Special-Needs" adult entrants to experience equal learning access and opportunity. Service and training opportunities offered are free to all qualified "non-credit" adult program participants.

II. Specific Programs and Services:

G.E.D. Preparation
Study Skills Training
Basic Skills Training
College Advisement
New Student Orientation
Basic Skills Testing/Assessment
Individual and Group Tutoring
Pre-Employment Skills Training
College Entry Placement Testing
Special-Needs Assistance

III. L.A.C. - Based Credit Courses (Regular Tuition Cost):

CCDS 110N - Personal Learning Skills (individual need-based scheduling and program placement)
CCDS 109 - Critical Thinking Skills (freshman level course)
CCDS 111N - Math Study Skills (beginning level offering)
CCDS 113N - English Study Skills (college prep English)

IV. Benefits:

Free learning opportunities (non-credit participants)
Flexible scheduling
Individualized Assistance
User-friendly environment
Open door/open entry policy (non-credit participants)
College prep/transitioning assistance
Multiple learning options
Modern, well-equipped lab

V. Sponsors: NMSU-C and the State Department of Vocational-Technical Education

NMSU-C and its service affiliates do not discriminate between individuals or groups in treatment, and provide the assurance of equal access and equal opportunity to all qualified entrants or participants.

NMSU-CARLSBAD CAREER DEVELOPMENT CENTER

The Career Development Center at NMSU-Carlsbad has many services available at no cost to the pu For more information or to make an appointment call **885-8831, ext. 390** or stop by our office on cam room 207 (on the second floor, next to the library).

Career Guidance. Are you thinking about changing careers? Unsure of what occupations match your personal interests? We have the *The Self Directed Search*, the *Career Decision Making System* interest inventories plus the *Kiersey Temperament Sorter* (a personality assessment based on the Myers-Briggs personality theory) that are very helpful in making a decision.

Guidance Information System. This database has detailed information on over 400 occupations and all accredited 2-year, 4-year, graduate, and professional schools in the US.

AS 102: Career Planning and Development. Offered each Fall and Spring semester, this one credit class emphasizes career development and job seeking skills. Topics range from self-awareness and decision making to job search skills.

Cooperative Education and Internships. Cooperative education is available to all currently enrolled NMSU-C students who qualify. The CDC also places students in internships with non profit organizations.

Job Placement Assistance. As a student or graduate of NMSU-C, you may register your credentials with our office and have access to information on local, state and national employment opportunities. Look for current local job listings on our Job Opportunites bulletin board or in the Career Corner of the *Desert Sun*, NMSU-Carlsbad's student newspaper.

Employment Registers. We receive the *Affirmative Action Register*, NMSU-Las Cruces' *Career Focus*, University of New Mexico's *Career Service News*, and the *EEO Bi-Monthly Journal* publications on a regular basis.

Resume and Interview Assistance. Do you have an updated resume? Need help with how to interview effectively? We can help!

Academic Advising and College Transfer Information. If you're a new student unsure about your major or if you plan to transfer to another university, the Career Development Center can assist with your decision.

College Catalog Library. We have many catalogs from universities and colleges across the United States including some law and medical schools, as well as *The College Handbook* and *The College Blue Book*.

Career Resource Library. The Career Development Center has the *Encyclopedia of Careers, Dictionary of Occupational Titles (DOT), Occupational Outlook Handbook, Occupational Outlook Quarterly* and many other publications detailing careers. In addition, we also have a collection of occupational videos you may view.

The Career Development Center operates from funds provided by the New Mexico Department of Labor, New Mexico Placement Council, and New Mexico State University general operational funds.

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THE HELP CENTER

Contact: 885-8831, ext. 384
Location: 2nd floor of the Instructional Center (LAC)

I. **Program Overview**: The acronym used to identify this program (H.E.L.P.) stands for "Higher Education and Life Planning. The purpose and primary function of this student support center is to provide disadvantaged, non-traditional, or single-parent adult learners with the resources, guidance, or assistance needed to achieve their academic or vocational goals here at NMSU-C. Among the manu adults served by this program each year are those who need the individual attention or the types of unique resource assistance that are not readily available (or provided) by other college-related service affiliates. Examples of these services are provided below.

II. **Programs and Services**:
College Admission Assistance
Displaced Homemaker Assistance
Single-Parent Support Group
Child Care Referral Assistance
Students with Children Program
Ride SHARE Program
Pre-Employment Skills Training
Special Needs Assistance
G.E.D. College Transition Assistance
Counseling Services.
Community Interagency Referral
College Student HUD Housing

III. **Sponsors**: NMSU-C, Adult Basic Education, and the State Department of Vocational-Technical Education.

IV. **Benefits**:

Personalized Assistance	Free Participation
Student Advocacy	Free Counseling/Advisement
Referral Assistance	College Bridging Assistance

V. **Other**: Service and student support efforts are directed toward the empowerment of adult entrants - providing them with the services, resources, or opportunities needed to survive daily life while helping them to establish a basis for a successful future.

THE ADULT BASIC EDUCATION PROGRAM

Contact: 885-6080
Location: 1st floor of the main building (east end)

I. Program Overview: The NMSU-C Adult Basic Education Program provides a number of free, non-credit learning and training opportunities for interested adults within the service area each semester. Adults may enroll for any of the offerings listed in the published A.B.E. course schedule either during the announced registration times - normally occurring at the beginning of any semester, or on the day (or evening) of the first scheduled class meeting date. Currently, Adult Basic Education classes are offered in Carlsbad, Artesia, and Loving to allow greater training access or enrollment opportunity to interested adults.

Also, an Adult Basic Education Program involvement represents an important first step toward personal development for any adult who has been absent from a formal classroom setting for a number of years. Its offerings provide adults with a "second chance" to build (or rebuild) needed basic skills within a comfortable environment and at a slower pace. All instructors hired by this program are fully qualified to teach at this level, and the shared goal by all is student success.

II. Specific Course and Training Options:

Basic G.E.D. Preparation
Basic Computer Skills (IBM)
English Literacy
Advanced E.S.L.
G.E.D. Advanced Math
Basic Bookkeeping
E.S.L. Citizenship
Basic Typing
G.E.D. Reading
Basic E.S.L.
G.E.D. Math
G.E.D. Algebra
Family Literacy
Life skills

NOTE: Participants are required to be 18 years or older to enroll.

III. Sponsors: NMSU-C and the State Department of Vocational-Technical Education, Adult Basic Education Division.

IV. Benefits:

Multiple Training Sites
Highly Qualified Instructors
Multiple Learning/Course Options
Free Training
Easy Enrollment

V. Other: Schedules may be obtained from the A.B.E. or the LAC offices. The Basic Skills and Life Skills training focus of the A.B.E. course offerings are designed to prepare adults of any age, race, or status for future employment, future college entry, and/or personal (human) development. This program serves between 1,200 to 1,500 adults on average each year.

OTHER STUDENT RESOURCES

I. **Financial Aid Office**: Information about the different State and Federal financial aid programs available is provided by this office. Other types of student assistance (or academic funding support) opportunities that may be of interest to qualified students include: Local scholarships, Veteran's Assistance, Loans, and Grants. Also, both Need-based and No-need work study funds are available for distribution each year on a limited basis. Students should apply early (6-8 weeks before a schooling term begins) to determine personal eligibility status. This office is located within the Student Services office area (first floor of the main building - north entry).

II. **The Library and Resource Center**: Located on the 2nd floor of the main building, the college Library serves as a primary student and faculty resource/support center each semester. Beyond the many hundreds of books and magazines housed within, and made available by this center - the library provides students and faculty the opportunity to access an interlibrary loan system to assist with individual research needs. Beyond this, the library maintains a collection of audio-visual equipment for authorized use around campus; a number of typewriters and computers (for student use only); and a coin-operated copy machine.

III. **The College Bookstore**: Located across from the Business Office on the first floor of the main building, the college bookstore is regularly stocked with the texts and other materials required to accommodate student supply needs each semester. Beyond the basics, the bookstore stocks a wide variety of products of interest to many of our students. Examples include-art supplies, shirts/sweaters (with the NMSU-C logo), backpacks, computer diskettes, and various gift items. The bookstore maintains extended hours during the first two weeks of the Spring and Fall semester. Normally, the Bookstore is open from 8:30 a.m. to 6:00 p.m., Monday through Thursday and 8:30 a.m. until 5:00 p.m. on Fridays. Textbooks may be purchased two business days prior to general registration, and used texts may be available for purchase for some classes.

IV. **Testing Services**: Free Basic Skills and Placement Testing services and opportunities are provided by the Learning Assistance Center. Both types of testing are offered to new adult entrants to help students and advisors identify the appropriate types of programs or courses needed to establish a solid basic skills foundation for future college success. For more information, contact an L.A.C. staff member. Testing should be completed before attempting to begin any college coursework.

SPECIAL-NEEDS SUPPORT SERVICES

NMSU-C does not discriminate between individuals or groups on the basis of sex, age, race, religion, culture, disability, veterans status, or any other potentially disadvantaging condition, except for those individuals or groups who qualify for legal exclusion. Consequently, any experienced exclusion (or failure) may result only from an individual's inability to perform essential functions, or an individual's lack of response (or adherence) to established rules, processes, or policies.

I. Early Notification:

Any student who is either disabled or in need of "Special" (or added) assistance while enrolled at NMSU-C is encouraged to contact the Special-Needs Services Coordinator as early in the semester as possible. Failure to communicate individual needs, or to complete a petition for Special-Needs Services in a timely fashion may result in academic failure or a delay in the individual receipt of needed services.

II. Required Steps:

A. Contact the Special-Needs Office to make an appointment. The number is 885-8831, ext. 384.

B. Fill out the service request petition and any other required forms.

C. Provide certified documentation to support any disability claim.

D. Communicate clearly the particular types of support services that (as documented) will be needed or required to establish equal learning access or opportunity.

E. Communicate clearly when these support services will be needed to allow time for any needed arrangements to be made.

F. Respond to any requests made by the Special-Needs Services Coordinator, either oral or written.

G. Remain in contact with the Special-Needs Office regularly throughout your term of involvement at NMSU-C. Monthly contact is encouraged.

H. Above all - plan ahead and try to avoid "last minute" requests.

III. Reasonable Accommodation:

In our efforts to assist an individual student, the expression "reasonable accommodation" is interpreted as meaning that we will attempt to provide those support services required or needed to "equalize", but not exceed, the access and learning opportunities normally made available to all students - comparing the needs or requests of the disabled against those services or opportunities typically experienced by non-disabled students or entrants.

Reasonable Accommodations may include:

- The provision of a "reader" or individual tutorial assistance.
- Ramps and automatic doors - for building entry access
- Seating or pathway adjustments - in classes or labs
- Note-taking assistance for in-class support
- Special-testing arrangements
- Learning Disability Assessment (limited number only can be scheduled each semester)
- Books on tape (advance notification required)
- Special support equipment (i.e. print enlarger, tape recorder, etc.)
- Outside resource referral (D.V.R., Commission for the blind, etc.)
- Financial Aid Assistance - by referral (for those qualified)
- L.E.S. or L.E.P. assistance
- Faculty notification and/or instructional modifications - with faculty consent.
- Other accommodations - as deemed reasonable, or as arranged by the Special-Needs Services Coordinator.

NOTE: Any request for extraordinary accommodation will be referred to a Special-Needs Committee for consideration, decision, or further referral.

IV. Student Rights:

The legal imperative embodied in Section 504 of the Rehabilitation Act of 1973 states that "no otherwise qualified handicapped individual....shall, solely by reason of such disability, be denied the benefits of any program or activity that receives Federal Financial Assistance." To accomplish this goal, NMSU-C provides the assurance that physical as well as program and service access will be provided to all students (or entrants) within the limits of reasonability, individual need, and the ultimate goal of "equalization of opportunity".

V. Student Responsibilities:

Student Success is a shared responsibility. On the student side of this equation are the following needs and considerations.

1. The need for individual commitment to school and learning.
2. The need for clear (and early) communication of needs or concerns - as well as individual cooperation.
3. The need for reason when special accommodation requests are made.
4. The need for positive attitudes and proactive involvement on the part of those assisted.
5. The need for documentation to support any disability claim.

10.5% or 1.3 million of the 12.5 million students enrolled in the nation's post-secondary institutions report having at least one disability (Health Resource Center, 1988)

BOOKSTORE REFUND AND EXCHANGE POLICIES

1. You must present your cash register receipt.
2. A book must be returned in new, unmarked condition.
3. Books sealed in plastic must be unopened.
4. Books returned for refund must be returned within two weeks from the first day of classes any semester - or within one week of the purchase date.
5. The Bookstore will buy back certain books (in good condition) during final exam week.
6. All returns are subject to Bookstore approval.

Payment Policies:

1. Only J.T.P.A. students and/or students who have signed approval by the Financial Aid Officer may charge books.
2. The Bookstore accepts cash or checks as payment - but not credit cards.

Reminders:

1. Always keep your receipt when making a purchase.
2. Do not write in any book until you are sure it's the one you want or need.
3. See the NMSU-C course schedule for the most current dates, times, or information.

Other Baseline College Rules and Policies:

1. No unsupervised children are allowed on this campus at any time.
2. NMSU-C maintains a smoke free environment for its students. There may be no use of tobacco in any form inside the building.
3. Academic cheating or dishonesty is not an acceptable behavior at this college. Penalties range from course failure to academic suspension.
4. Neither alcohol or illicit drug use are permitted on this campus at any time.
5. The Student Code of Conduct is required reading. It identifies other primary student responsibilities, rights, and student discipline processes.

DEFERRED TUITION PAYMENT PLAN
(EFFECTIVE SPRING, 1995)

The following conditions must be met before students will be allowed to defer payments for tuition and fees. Deferred payments are not allowed for bookstore payments.

1. Deferred payment plans will not be allowed if prior financial obligations to the University have not been paid or if previous deferred payment plans were not paid as agreed.
2. Deferred payments will not be allowed if the total amount of tuition and fees are $120.00 or less.

Terms:

1. A fee of $5.00 will be charged for each deferred payment plan.
2. A deferred payment contract must be completed and signed by the student and approved by the Business Office.
3. The minimum down payment will be $120.00 for in-state or 1/3 of total for out-of-state.
4. The total of the amount to be deferred will be due in equal installments on February 28, 1995, and March 31, 1995.
5. Academic credits, transcripts, and diplomas will be held until all financial obligations to the University are paid.
6. The Veterans Administration will be notified when registration is canceled for a veteran as a result of non-payment of financial obligations.
7. Upon dropping classes or withdrawing from the University after the tuition refund dates, YOU ARE STILL LIABLE FOR ALL UNPAID TUITION AND FEES.

NOTE: The rules and dates given above are subject to change each semester. Please refer to the latest college schedule or catalog edition for updated information.

TUITION AND FEE SCHEDULE
(EFFECTIVE SPRING, 1995)

In-State Tuition (In-District)

Application Fee.....10.00
1 Cr. Hr........31.00
2 Cr. Hrs.......62.00
3 Cr. Hrs.......93.00
4 Cr. Hrs......124.00
5 Cr. Hrs......155.00
6 Cr. Hrs......186.00
7 Cr. Hrs......217.00
8 Cr. Hrs......248.00
9 Cr. Hrs......279.00
10 Cr. Hrs......310.00
11 Cr. Hrs......341.00
12-18 Cr. Hrs......372.00
19 or more.......31.00 per Cr.

In-State Tuition (Out-of-Distric

Application Fee......10.00
1 Cr. Hr.........36.00
2 Cr. Hrs........72.00
3 Cr. Hrs.......108.00
4 Cr. Hrs.......144.00
5 Cr. Hrs.......180.00
6 Cr. Hrs.......216.00
7 Cr. Hrs.......252.00
8 Cr. Hrs.......288.00
9 Cr. Hrs.......324.00
10 Cr. Hrs.......360.00
11 Cr. Hrs.......396.00
12-18 Cr. Hrs.......432.00
19 or more........36.00 per C

Out-of-State Tuition

Application Fee.....10.00
1 Cr. Hr........36.00
2 Cr. Hrs.......72.00
3 Cr. Hrs......108.00
4 Cr. Hrs......144.00
5 Cr. Hrs......180.00
6 Cr. Hrs......216.00
7 Cr. Hrs......574.00
8 Cr. Hrs......656.00
9 Cr. Hrs......738.00
10 Cr. Hrs......820.00
11 Cr. Hrs......902.00
12-18 Cr. Hrs......984.00
19 or more.....1066.00

SUMMER AND FALL 1995 LAB FEES

BCS	210	5.00
BIOL	154	5.00
BIOL	190L	5.00
BIOL	220	5.00
BIOL	221L	5.00
BIOL	254L	5.00
CS	110G	5.00
CS	157	5.00
CS	272	5.00
CHEM	110G	5.00
CHEM	111	5.00
ET	106	5.00
ET	120	5.00
ET	216	5.00
ET	246	10.00
ET	250	10.00
ENGL	203G	10.00
JOUR	264	10.00
NURS	146L	10.00
NURS	156L	10.00
NURS	246L	10.00
NURS	258L	10.00
OECS	105	5.00
OECS	125	5.00
OECS	215	5.00
OECS	255S	5.00
OEWT	105	35.00
OEWT	110	5.00
OEWT	115	50.00
OEWT	201	35.00
OEWT	211	50.00
OEWT	225	50.00
PE	130	12.00
PE	150	12.00
PE	230	12.00
PE	250	12.00
PHYS	211L	5.00
PHYS	215	5.00
SA	105	10.00
SA	106	10.00
SA	122-133	2.00ea
SA	203	5.00
SA	207	10.00
SA	211	10.00
SA	213	10.00
SA	218	10.00
SA	255	10.00
SA	255S	5.00

NOTE: The rates or costs listed above are subject to change each semester. Please refer to the latest college schedule catalog edition for updated information.

HELPFUL HINTS - PART I

Getting off to a good start is important.

1. Success in any endeavor usually depends and hinges upon these factors:
    - Individual commitment to college and to the accomplishment of goals or efforts.
    - A positive attitude (ex. viewing mistakes or new challenges as learning opportunities).
    - Work Ethic - A willingness to work hard to win.
    - Flexibility - Able or willing to change - when such is needed.
    - Risk-taking - Participating, questioning, and experimenting to promote individual growth or learning.
    - Personal Initiative - making things happen instead of waiting for things to happen.

2. Do first things first:
    - Understand and respond to established rules, processes, or policies.
    - Contact and utilize resources or resource people.
    - Master basic skills early - use the Learning Center.
    - Begin slowly - avoid overloads and allow one semester to get adjusted to college life.
    - Make arrangements with family and job before starting college.
    - Make any needed financial arrangements before beginning.

3. Understand and respond to college success principles:
    - Study time formula: set aside at least 2 hours for study for every 1 hour in any class each week. Allow more outside study time for more difficult courses.
    - Learning requires listening, questioning, active participation, reading, attendance, concentration, and practice. These are student priorities and responsibilities.
    - Time management skills are critical to success. Establish a healthy balance between personal needs, family needs, job needs and school needs. Personal health maintenance is important. Plan to maintain your physical, mental, and emotional well-being.
    - Develop the ability to say "no" to people or activities that do not support your goals, efforts, needs, or priorities.

4. Begin with an end in mind:
    - Establish/identify personal goals - academic, career, or other.
    - Develop a plan of action to accomplish each goal.
    - Monitor your progress.
    - Plan to reward yourself for success.

5. Be willing to change:
   - New needs and experiences require the ability to adjust.
   - Personal growth and development are marked by constant change.
   - If it's broken, fix it; if it doesn't work, change it; if it works, keep it; if some things work, keep them - but change the rest.

Commitment + Positive Attitude + Hard Work + Persistence = Success!

TIME MANAGEMENT

Two important keys to success for many students are the ability to build a good plan for the use of time and to follow that plan to reach goals that are important. On the "Time Management Chart" on the next page, fill in the hours of the week to reflect your plan for reaching your goals. Put in the codes listed below to show your plan for the use of time. Start with your work hours, placing a "W" in each hour where you will plan to work. Then go to your class hours "C", study time "S", living time "L" and sleep "S".

Step 1. W = Work hours, time spent at a job.

Step 2. C = Class hours, time spent in class and labs.

Step 3. S = Study hours, time spent in preparation for class assignments and exams. (Remember that a good approach is to plan 2 hours of class; you can always cut back if you're getting higher grades).

Step 4. L = Living hours, time spent meeting other obligations you have, doing the things you enjoy outside school and work (include such things as eating).

Step 5. Z = Sleep hours, time spent building back the energy for the next day.

Check to see how things seem to balance. Do you like the picture? Are you working many hours? Would it be wise to take a lighter course load? Would it be helpful to brush up some of your reading, math, or study skills in the term to make your study hours more effective? Do you see enough room to take an additional course that can help you meet your goals?

Knowing how to use time effectively is one of the greatest skills a person (or manager) can possess, for improved time management increases personal productivity. (Peter Drucker)

TIME BLOCK CHART **NAME**________________________________

Proper use of this chart will assure you of a conflict free schedule. If you enter all your desired sections (both lectures and laboratories) in the proper time blocks, you cannot fail to spot conflicting sections. Enter the course name, number, and section number in the appropriate time block. Also enter the corresponding lab when applicable.

USE PENCIL ONLY! **ERASE ERRORS, DO NOT CROSS THROUGH**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MORNING	8:30	8:30	8:30	8:30	8:30	8:30
	10:00	10:00	10:00	10:00	10:00	
	11:30	11:30	11:30	11:30		11:15
AFTERNOON	1:00	1:00	1:00	1:00	1:00	1:00
	2:30	2:30	2:30	2:30		
	5:00	4:00	5:00	4:00 4:10		
	5:30	5:00 5:30	5:30	5:00 5:30	5:00	
EVENING	7:00	7:00	7:00	7:00		
	7:45		7:45			
	8:30	8:30	8:30	8:30		

TIME MANAGEMENT PLAN

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
A.M. 8:00							
9:00							
10:00							
11:00							
12:00							
P.M. 1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
Midnight 12:00							

HELPFUL HINTS - PART II

SUCCESS BEHAVIOR CHECKLIST

What You Can Do To Improve Your Chance for Success At College

(Make a check mark for items you have already accomplished.)

o ___1. Identify your goals and strengths and weaknesses.

o ___2. Identify your campus "help" resources to build on your strengths and work on overcoming your weaknesses.

o ___3. Arrange for texts and required materials before classes meet.

o ___4. Build a study plan, include when and how much you'll need to study to meet your goals.

o ___5. Go to every class.

o ___6. Sit in the front row and keep your mind actively on your learning goals and those of the instructor and the course.

o ___7. Take good notes, and make it easier to identify question areas.

o ___8. Actively develop questions about course content to clarify your understanding.

o ___9. Participate in class discussion, to try out your own understanding of concepts and to raise questions of importance to you.

o ___10. Study with a study partner, going over key points, clarifying areas of questions or misunderstanding, discussing points that might come up on exams.

o ___11. Build a study plan for tests.

o ___12. Don't miss quizzes or tests.

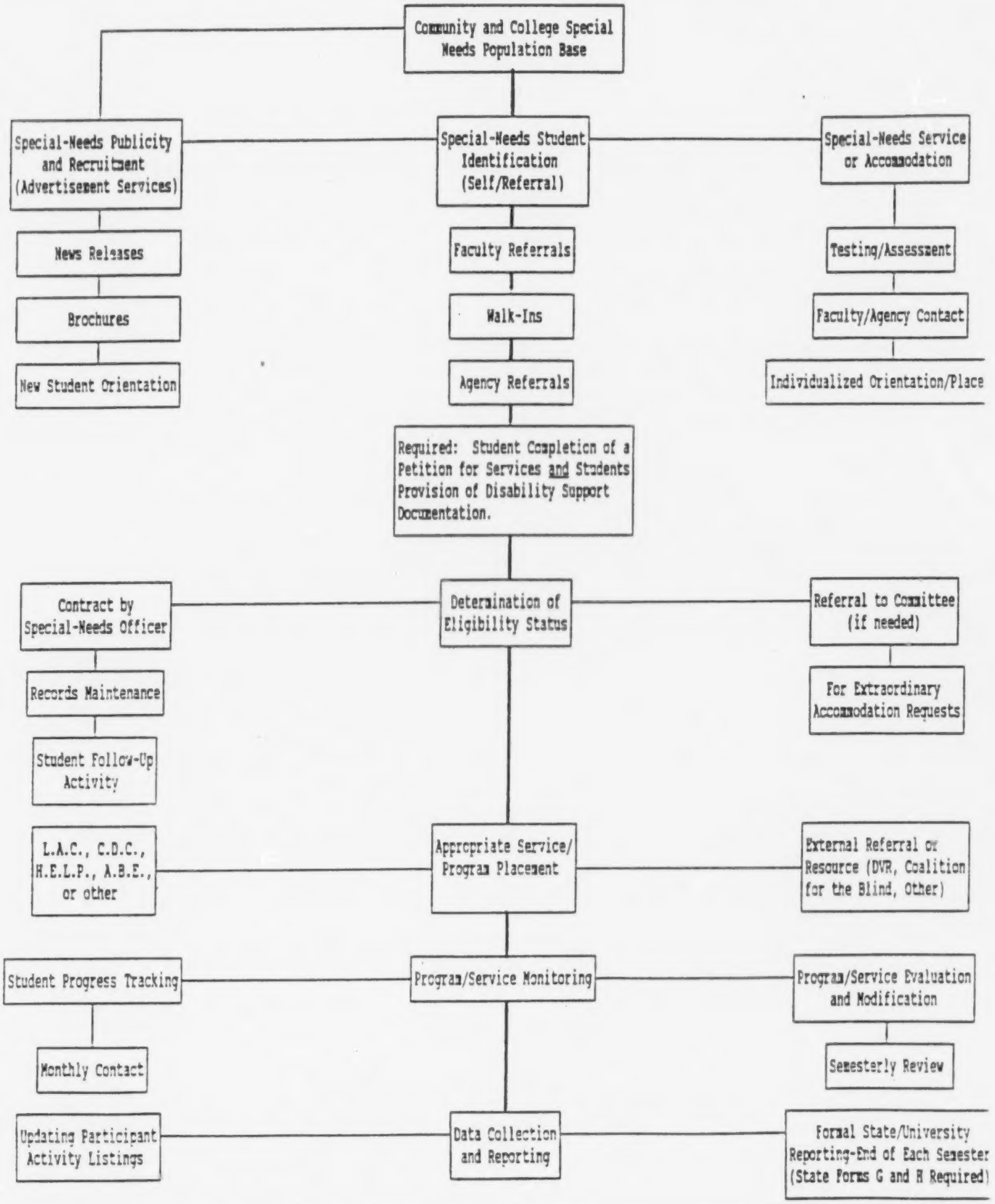
o ___13. Hand in assignments on time.

o ___14. Be neat and legible in your assignments.

o ___15. Use your campus "help" resources all the way through the term, not just before important tests.

NEW MEXICO STATE UNIVERSITY AT CARLSBAD - 885-8831
YOUR COMMUNITY COLLEGE

NMSU-C SPECIAL-NEEDS SERVICES GRAPHIC


Community and College Special Needs Population Base
Special-Needs Publicity and Recruitment (Advertisement Services)
Special-Needs Student Identification (Self/Referral)
Special-Needs Service or Accommodation
News Releases
Brochures
New Student Orientation
Faculty Referrals
Walk-Ins
Agency Referrals
Testing/Assessment
Faculty/Agency Contact
Individualized Orientation/Place
Required: Student Completion of a Petition for Services and Students Provision of Disability Support Documentation.
Contract by Special-Needs Officer
Determination of Eligibility Status
Referral to Committee (if needed)
Records Maintenance
Student Follow-Up Activity
For Extraordinary Accommodation Requests
L.A.C., C.D.C., H.E.L.P., A.B.E., or other
Appropriate Service/Program Placement
External Referral or Resource (DVR, Coalition for the Blind, Other)
Student Progress Tracking
Program/Service Monitoring
Program/Service Evaluation and Modification
Monthly Contact
Semesterly Review
Updating Participant Activity Listings
Data Collection and Reporting
Formal State/University Reporting-End of Each Semester (State Forms G and H Required)

Special-Needs Support Services offered or implemented are co-sponsored by NMSU and the State Department of Vocational-Technical Education. NMSU-is an equal opportunity/equal access college and service provider.

BEST COPY AVAILABLE

WHERE DO I GO TO LEARN ABOUT...?

Call 885-8831 and ask for extension listed, except where another number is indicated

Question	Answer	Extension	Room
ABE/GED	Adult Basic Education	885-6080	104
Academic Information	Student Services or Career Development Ctr	887-7533 or 391	111 or 207
Academic Testing	Learning Assistance Center	386	253
ACT/SAT	Student Services	887-7533	111
Admission Policies (General)	Student Services	887-7533	111
Adult Education Courses	Community Service and Continuing Education	887-5900	254
Auditing a Course	Student Services	887-7533	111
Books (Buying, Selling)	College Bookstore	226/395	107
Career Info. & Planning	Career Development Ctr	391/390	207
Catalogs (Other Colleges)	Career Development Ctr	391/390	207
Check out Books, Equipment, etc.	Library & Media Center	260/261	225
Childcare	HELP Center	384	253
Classified Ad Posting	Student Services	887-7533	111
Clubs & Organizations	Student Services	887-7533	111
College Newspaper	Desert Sun	263	22
Counseling	Career Development Ctr	391	207
Course Changes/Advisement	Student Services or Career Development Ctr	887-7533 or 391	111 o 207
Credit By Examination	Student Services	887-7533	111
Degree Plans	Student Services	887-7533	111
Dropping a Course	Student Services	887-7533	111
Educational Plans	Student Services	887-7533	111
Evening Classes	Student Services	887-7533	111
Financial Aid	Financial Aid Office	887-7626	111
First Aid	Student Services	887-7533	111
Games & Recreation	Student Government	301	111F
Handicapped/Counseling	Learning Assistance Center	384	253
Handicapped Parking	Business Office	219	108
Identification Card	Student Services/ Student Government	887-7533	111 o 111F
Intramurals	Student Government	301	111F

NEW MEXICO STATE UNIVERSITY AT CARLSBAD - 885-8831
YOUR COMMUNITY COLLEGE

WHERE DO I GO TO LEARN ABOUT...?
(Continued)

Call 885-8831 and ask for extension listed, except where another number is indicate

Job Placement & Employment	Career Development Ctr	391	207
Job Training Partnership Act (JTPA)	Career Development Ctr	391	207
Loans, Scholarships & Grants	Financial Aid Office	887-7626	111
Losing Money in Vending Machine	Business Office	218	108
Lost & Found	Student Services	887-7533	111
NMSU-C University Singers	Music Department	---	1A
Non-Credit Courses	Community Service and Continuing Education	887-5900	254
Personal Counseling	Career Development Ctr or Student Services	391 or 887-7533	207 111
Posting Information & Posters	Student Services	887-7533	111
Residency Requirements	Student Services	887-7533	111
Room Reservations	Business Office	218	108
Student Activities Program (Day & Evening)	Student Services or Student Government	887-7533 or 301	111 111F
Student Activity Calendar	Student Services	887-7533	111
Student Appeals	Student Services	887-7533	111
Student Records	Student Services	887-7533	111
Telephones	College Switchboard	885-8831	108
Testing	Learning Assistance Center	386	253
Textbooks	College Bookstore	226/395	107
Theft & Other Legal Infractions	Business Office or Student Services	219 or 887-7533	108 111
Transcript Info. & Evaluation	Student Services	887-7533	111
Transferring to Another College	Career Development Ctr or Student Services	391 or 887-7533	207 111
Tuition Payment Plan	Business Office	218	108
Tutoring	Learning Assistance Center	389	253
Veterans Information	Financial Aid Office	887-7626	111
Withdrawing from College	Student Services	887-7533	111
Women's Programs	HELP Center	384	253
Weekend College	Student Services	887-7533	111

APPENDIX XV

NEW MEXICO STATE UNIVERSITY AT CARLSBA
CAMPUS SECURITY BULLETI

New Mexico State University at Carlsbad 1994 Edition

New Mexico State University at Carlsbad places a high priority on the personal safety of its students, faculty, staff, and visitors. Numerous people and resources on campus are dedicated to providing you with a safe learning and working environment.

The following report describes Security Practices and procedures at New Mexico State University at Carlsbad and lists crime statistics for the most recent calendar year. The University is required to report this information under the Student Right-to-Know and Campus Security Act of 1990. Beginning with the 1992 report and each year Thereafter, the University will disseminate information on the status of campus security to all current students and employees. Upon request, the report will be provided to any applicant for enrollment or employment.

Please file this report as a resource document to which you can refer throughout the year.

EMERGENCY NUMBERS

Campus emergencies	
from on-campus	911
from off-campus	911
Off-campus emergencies	
Ambulance	911
Fire	911
Carlsbad Police	911
Eddy County Sheriff	887-7551
Guadalupe Medical Center	887-4100

This publication is intended to provide a general description of campus security arrangements and procedures which encourage accurate and prompt reporting of all crimes to the Carlsbad Policy Department. Security procedures will be review on an annual basis.

Status of Campus Safety
New Mexico State University's Carlsbad campus is relatively safe. Murder, non-negligent manslaughter, and rape have not occurred on campus.

Campus Security - A Shared Responsibility
A campus community is one that relies on peaceful, safe, and secure environment. Preserving this environment is a responsibility everyone campus must share. Members of the campus community are asked to be aware of and adhere to the policies described in this report and to familiar with the nature of crime on campus.

Being realistic about our risks is especially important. Believing we are safe from harm may give us peace of mind, but even communities with relatively low crime rates can experience increase in the number and seriousness of crimes. We each must make an effort to minimize opportunities for criminals and rely on ourselves and each other for our personal safety.

The report you are reading now, hereafter referred to as the *Campus Security Bulletin*, lists statistics, each year for the crimes of murder, forcible rape robbery, aggravated assault, burglary, and motor vehicle theft. These crimes are defined on pages of this report.

You also may obtain information about crime on campus by attending crime-prevention programming sponsored by the NMSU-C Student Senate a Student Services.

DO YOUR PART to make our campus a SAFE place.

BE ALERT for suspicious characters, dangerous situations.

BE CAUTIOUS so you won't become a crime statistic.

PROTECT YOURSELF--be on guard all the time. Watch out for suspicious characters or dangerous situations.

BE SECURITY-CONSCIOUS--watch out for others and their property.

IF YOU DRIVE A CAR

DRIVE with doors locked and windows rolled up.

LOCK doors and trunk when parking. Take your keys.

STORE valuables in a locked trunk. Or, take them with you.

PARK in well-lit areas.

WHEN YOU'RE WALKING

DON'T WALK ALONE--get a friend or classmate to go with you -- especially at night.

USE PUBLIC WALKWAYS--walk on well-lit paths. Avoid shortcuts and dark or isolated spots.

WOMEN should take extra precautions--DRESS FOR FREEDOM OF MOVEMENT -- no long confining skirts, clogs, platform shoes, easy-to-grab capes, etc.

KEEP PURSE tucked closely under your arm. Don't overload yourself with bundles.

BE RESPONSIBLE--report all crimes (actual, attempted or suspected) to police or campus officials.

The Office of The Vice President for Student Affairs, as delegated by the President of University, establishes and enforces standards conduct for New Mexico State University Carlsbad students. Under the provisions of **"Code of Conduct,"** the University expects students to maintain standards of personal integrity and discipline that are in harmony with the educational goals of the institution; to be in compliance with local, state and federal laws and University regulations; and to respect the rights, privileges and property of other people. These standards conduct and the established disciplinary procedures for alleged violations of these standards published in the latter pages of The Student Handbook. The University has effective policies that prohibit possession or consumption of alcohol on campus and strong disciplinary sanctions sexual misconduct. Disciplinary actions range from a formal warning to expulsion from the University. Students charged with law violations may expect to have the matter handled both through the criminal justice system and the University disciplinary process. ALL infractions of the **"Code Conduct"** should be reported as soon as possible the Assistant Provost for Student Services Office.

The Maintenance Department, in addition to maintaining the grounds and buildings, become involved with designing, landscaping, and lighting buildings and open spaces on campus. In recent years one goal has been to create a safe and aesthetically pleasing physical environment.

The Campus Safety Committee is a body of faculty, staff, and students that serves in advisory capacity. The objectives of the committee are to establish safety policies to prevent personal injury/death and to eliminate or reduce all hazards to the health and well-being of NMSU-C student personnel, and/or physical resources. Each administrative unit within the University is charged with the responsibility for establishing safe procedures and criteria within its own areas. employees are advised that they have personal responsibility for safe work performance.

How to Report a Crime or Emergency

To report a crime or an emergency on campus, call the Carlsbad Police Department at 911. Carlsbad Officers will respond to all reports of crime and emergencies. Prompt reporting of crimes greatly improves campus security and safety.

Crime reports can be made at any time. Carlsbad Police Department is open and police services are available 24 hours a day, 365 days a year. Priority is given to reports of incidents that threaten the life or safety of people, the security of property, and the peace of the community.

Reports can be made in person at the Police Department or by phone by dialing:

911 (from on campus) for emergency help
885-2111 for non-emergencies
911 (from off-campus) for emergency help

CALL THE CARLSBAD POLICE DEPARTMENT IF:

Someone is injured or ill;
you see fire or smell smoke;
you see anything suspicious;
someone is hurting someone else;
you see someone stealing something;
you think you see an intoxicated or otherwise impaired person driving or on campus.

Call quickly. Don't assume someone else has made the call. Try to provide the police dispatcher with accurate, detailed information about the problem. Stay on the line until the dispatcher says it's OK to hang up. The dispatcher will relay information to emergency responders who are on the way to the scene.

If you are reporting a medical emergency, ask someone to monitor the victim's conditions so you can relay this information over the phone to the dispatcher. Carlsbad Police Department dispatchers are certified in Emergency Medical Dispatching and can provide valuable advice about how to administer first aid to a victim.

In addition, the campus buildings more often use in the evening have pay phones located in lobbies. To report an emergency from a pay phone on campus, dial 911. The call is free. Calling 911 puts the caller in touch with the Carlsbad Police Department.

If any other emergency situation arises, i.e., injury, fire, etc. don't hesitate to call 911 immediately for assistance. After calling the authorities and reporting the incident, please call one of the following administrators:

Douglas E. Burgham, Provost - 885-8831, ext. 2 or 885-5893; 885-3939 - home

Don Hansen, Assistant Provost of Business - 885-8831, ext. 219; 885-0227 - home

Michael Cleary, Assistant Provost of Student Services - 885-8831, ext. 220 or 887-7533; 88 6848 - home

Access to Campus Facilities

Access to Academic buildings

If you encounter an individual(s) that appear to be without a legitimate reason for being on campus then approach them and inquire as to whether they are a student, what their purpose is for being on campus and request to see a photo ID. If the individual(s) refuse to comply with your request then ask them to leave and inform them that if they do not leave within 10 minutes that the police will be called and they will be charged with trespassing. If they do not leave, call the police by dialing 9-911 from a campus phone or 911 from the pay phone and report the incident. The local police have assured us that we can count on their speedy response.

Most campus buildings and facilities are accessible to members of the campus community, guests, and visitors during normal business hours Monday through Friday, excluding holidays. Certain facilities also may be open for designated hours on Saturdays and Sundays during the Weekend College sessions.

Exterior doors on campus buildings are locked and secured each evening by custodians. There are some exceptions, as when a faculty asks that doors are left open to allow access for evening classes. On weekends, doors can be open at specific times to accommodate special events (i.e. concerts, recitals). Computer labs have flexible hours. To find out when labs are open, students should check with the department that oversees the lab.

Campus Prohibited Access Policy

The following individuals may be prohibited from entering upon land or buildings owned or used by The Regents of New Mexico State University, its colleges departments, branches, experiment stations, branches, and all property owned or occupied by agencies supervised by the Regents:

- Persons charged with criminal acts against the Regents or NMSU students or employees during the pendency of such criminal charges.
- Persons found guilty by a court of law of criminal acts against the Regents or NMSU students or employees.
- Any individual whose presence on campus constitutes a clear and present danger to the persons, property, or peace of the Regents, or NMSU students, employees or agents (contractors).
- Any individual whose presence on campus, given all attendant circumstances, could reasonably cause injury against the persons or property of the Regents, NMSU students or employees.
- Any individual ordered withdrawn under the Medical/Psychiatric Withdrawal Policy of the University.

In order to be prohibited from use of University nds and buildings, individuals must be notified in writing of the prohibition by the Vice President for Student Affairs or his/her designee. Notice may be made personally or by certified mail. Individuals notified shall be immediately barred, subject to the right to request a hearing within three (3) days to the service of notification or within six (6) days of the date of mailing the certified letter. Extension time will be given to the next business day for any day that occurs on a weekend or a holiday as established by New Mexico State University Carlsbad.

Appeals shall be made by giving a written notice to the office of the Executive Vice President of int to appeal. Hearing on the appeal shall be with seven (7) days from the receipt of the notice appeal. Neither the individual prohibited nor University shall be represented at the hearing for legal counsel. the hearing need not conform to strict rules of legal evidence. In the event that the Executive Vice President affirms the decision, individual's prohibition shall continue.

Any prohibition under this policy shall be for maximum period of one year. Any extensions this prohibition may be made only by commencing a new notice of prohibition to be served upon the individual. With respect to individuals convicted criminal acts against the University, its students, employees, the one year shall commence at the time the individual is released from incarceration resulting from the conviction.

Any violation of such prohibition may result legal action by the Regents against the individual including such criminal charges as may appropriate under the circumstances, including criminal trespass. (Approved by the Board Regents, July, 1985)

Maintenance and Security of Campus Facilities

Exterior lighting is an important part of the University's commitment to campus safety and security during nighttime. On a regular basis problems with exterior lighting on campus are reported by the Maintenance Department Assistant Provost for Business. Periodically, comprehensive survey of all exterior lighting conducted by Maintenance employees and other campus representatives.

Custodians from the Maintenance Department report problems with doors, windows, and security hardware daily to Assistant Provost for Business

Shrubbery, trees, and other vegetation on campus are trimmed on a regular basis. The personnel annually survey campus grounds to ensure that landscaping designs take safety into consideration. Parking lots and other areas around building are patrolled by Carlsbad Police and campus staff.

Security Awareness and Crime Prevention Programs

A community and its police must do more than simply react to crime. It is important to look for opportunities to detect crime. NMSU-C provides the following services and programs to improve safety on campus and to educate the community about safety issues:

- **New Student Orientation** - Crime prevention materials are provided and questions are answered for new students and parents attending freshman orientation and transfer students orientations throughout the year.
- **Campus Building Security** - Every evening, personnel check the doors to assure the building is secure.
- **Crime Prevention Programming** - Numerous crime prevention presentations are given each year upon request to Student Services or Student Senate. Audiences are educated about how to reduce their risks (i.g. rape prevention) and how to defend themselves. They are encouraged to report crimes.
- **Facilities Surveys** - Security surveys of campus buildings are conducted. Examinations of exterior lighting, exterior doors, shrubbery, trees, and landscaping are periodically conducted.
- **Printed Crime Prevention Materials** - Brochures and posters related to substance abuse, personal safety, and seat belt use are widely distributed, along with information about motor vehicle and bicycle theft prevention. Office security is distributed at crime-prevention presentations and are available to students, university personnel, and guests upon request.
- **Operation Identification** - NMSU-C encourages students to mark valuables with serial or owner-recognized numbers and to record these and descriptions of valuables on duplicate forms. This program is an excellent aid for the recovery of stolen property.
- **Information and Lost and Found Desk** - An office for lost and found property is maintained at the front counter in Student Services Office 887-7533. All lost property in buildings at locations throughout the campus is collected by this office so that items can be returned to the rightful owners.

Notifying Campus of Criminal Activity

The Campus Safety Committee advises members of the campus community about campus crime and crime-related problems. This is accomplished through various means:

1. **Annual Campus Security Bulletin** - A comprehensive report of crime statistics and security practices and procedures under the provisions the Student Right-To-Know and Campus Security Act of 1990, is published each year and widely distributed. Available to the media and any member of the campus community, the report includes a breakdown of violent and nonviolent types of crime.
2. **Special Alerts** - If circumstances warrants specially printed crime alerts can be prepared and distributed or announced either selectively or throughout campus by mail or fax.

Sexual Assault and Misconduct

The issue of sexual assault and other sexual misconduct is at the forefront in universities nationwide. NMSU has a specific policy prohibiting sexual misconduct and will assist victims in seeking counseling, changing room assignments making academic changes, and in any other ways possible (including criminal prosecution if the victim so desires). Students, faculty and staff, and visitors are reminded that they can contact Student Services Office for assistance at any time, and do not have to file an official police report in order to be helped.

Sexual Harassment

1. **What is Sexual Harassment?** Sexual harassment may be any unwanted sexual conduct or attention in the employment or academic setting which may cause a hostile or offensive environment. The verbal or physical conduct must be of a sexual nature to constitute sexual harassment.

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It is the policy of New Mexico State University to provide an atmosphere free of sexual harassment for all faculty, staff, and students.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature may constitute sexual harassment when:

a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or grade;

b. submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting such individual;

c. such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive environment; or,

d. such conduct has an adverse impact on students' educational pursuits.

A full description of the Sexual Harassment policy is available at the Provost's Office at NMSU-C.

University Policies and Programs Concerning Alcohol and Other Drugs

Consumption or possession of alcoholic beverages or illegal drugs is prohibited on the campus of NMSU.

In compliance with the Drug-Free Schools and Communities Act, this section of the Campus Security Bulletin refers the reader to New Mexico State University's drug policies and programs Contained in the "Discipline Related Policies and Procedures" section of the Student Handbook. This document summarizes the educational programs, policy on alcohol, penalties and sanctions that may be imposed for violation of local, state, and federal laws controlling drugs and alcohol.

The list of controlled substances and their uses and effects (which may be found at 21 U.S.C. 812 : 21 Code of Federal Regulations (C.F.R.) are a included in the *Student Handbook.*

Alcohol

Alcohol is a general depressant that slows down functioning of the brain and central nervous system. It may produce anesthesia, coma, respiratory depression, and/or death at dosage levels 10 times greater than those producing mild effects.

- **Low dose**: three ounces of 80-proof whisky or equivalent (0.05 percent blood-alcohol level typically produces feelings of relaxation and well-being, increased talkativeness, and reduced reflex reactions, including impairment of driving skills.

- **Moderate dose**: six ounces (0.10 percent blood-alcohol level) produces slurred speech poor coordination, impaired judgment, reduced inhibitions, decreased emotional control, and six-fold increase in driving accidents and fatalities.

- **High dose**: nine ounces (0.15 percent blood alcohol level) results in gross intoxication, with clearly impaired gait, problems in thinking and memory, distorted judgment, emotional instability, and heightened aggression. doubling of dose beyond this level can result in coma and death via respiratory depression.

Alcohol carries a high risk of psychological and physiological dependence with regular or sustained use. Tolerance develops to depressant effects, and withdrawal symptoms occur within a few hours a single episode of acute intoxication.

Common short-term hazards arise from faulty judgment, lack of coordination, emotional instability, and increased aggressiveness. Other dangers include risk of death by overdose (use of alcohol alone or in combination with other drug irreversible damage to body tissue (brain, liver pancreas, kidneys), and nutritional deficiency accompanying long-term use.

Research has shown that even small amounts

Alcohol can harm an unborn baby, and moderate ingestion of alcohol can be a factor in lowered birth weight, prematurity, miscarriage, or stillbirth. Fetal Alcohol Syndrome (FAS) is a group of birth defects that can ensue from heavy drinking during pregnancy. Any one or more of the following defects may occur:

> malformations of the heart, urinary system, genitals, and the skeleton;
> central nervous system abnormalities such as poor motor coordination, hyperactivity, poor muscle tone, abnormal brain development, or mental retardation;
> growth deficiencies in both weight and length before and after birth;
> distinctive facial features like short upturned nose, short eyelid fissures, a thin upturned upper lip, no groove between the nose and upper lip, and impaired growth of the jaws.

FAS is the third primary cause of mental retardation existing at birth.

Sources:

win, Samuel, PH.D., Drugs of Abuse: An
troduction to Their Actions and Potential Hazards,
.I.N. Publications, 7th Ed., 1986.

obias, Joyce M., R.N., Kids and Drugs: A
andbook for Parents and Professionals, Panda
ress, 1st Ed., 1986.

Firearms

The possession and carrying of firearms, loaded or unloaded, is prohibited on all lands under the Control of the Board of Regents, New Mexico State University, except for law enforcement personnel engaged in the official performance of their assigned duties.

Crime Statistics

Uniform Crime Report (UCR) is a program of City, County and State Agency crime statistic Contribution. This program provides a nationwide view of crime based on the submission of statistics by law enforcement agencies throughout the county.

Definitions of Reported Crimes

The crime awareness/Campus Security Act of 199 requires that universities report those crimes that are classified by the FBI Uniformed Crime Report as murder, rape, forcible or nonforcible self offenses, robbery, aggravated assault, burglary, and motor vehicle theft. The UCR definitions for the crimes are listed below.

Criminal Homicide - Murder and non-negligent manslaughter.

Definition - the willful (non-negligent) killing one human being by another.

Forcible Rape

Definition - The carnal knowledge of a person forcibly and against their will.

The FBI's UCR still uses the term rape (1984 UC Handbook), although the majority of states use the term that relates to sexual assault to describe crimes involving forced sexual penetration of intrusion in or contact with males as well as females. Rape, defined by the FBI's UCR, encompasses the crime of first, second and third degree criminal sexual penetration in New Mexico.

The statistics reported below include first, second and third degree "criminal sexual penetration These crimes involve the unlawful and intentional causing of a person, other than one's spouse, engage in sexual intercourse, cunnilingus, fellatial or anal intercourse, or the causing of penetration, any extent and with any object, of the genital anal openings of another, whether or not there any emission:

A. Criminal sexual penetration in the first degree consists of all criminal sexual penetration perpetrated:

   1. on a child under thirteen years of age; or
   2. by the use of force or coercion which results in great bodily harm or great mental anguish to the victim.

B. Criminal sexual penetration in the second degree consists of all criminal sexual penetration perpetrated:

1. on a child thirteen to sixteen years of age when the perpetrator is in a position of authority over the child and uses this authority to coerce the child to submit;
2. by the use of force or coercion which results in personal injury to the victim;
3. by the use of force or coercion when the perpetrator is aided or abetted by one or more persons;
4. in the commission of any other felony; or
5. when the perpetrator is armed with a deadly weapon.

C. Criminal sexual penetration in the third degree consists of all criminal sexual penetration perpetrated through the use of force or coercion. (NMSA, 30-9-11, 1978).

Robbery

Definition - The taking, or attempting to take, anything of value (under confrontational circumstances), from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.

In New Mexico, the crime or robbery is a type of "forceful" larceny and consist of the theft of anything of value from the person of another or from the immediate control of another, by use or threatened use of force or violence. First, second and third degree robbery are included for the UCR statistics, (NMSA, 30-16-2, 1978 Revised).

Aggravated Assault

Definition - An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm. An unsuccessful attempt to commit murder would be classified as aggravated assault.

In New Mexico, for purposes of aggravated assault under UCR, the crime of aggravated battery is used, which is a third degree felony. Traditionally, New Mexico considers the battering of a person more severe than an assault (which is basically placing one in fear). Therefore, NMSU 30-3-5 on aggravated battery is more in line with the FBI-UCR classification of aggravated assault.

Burglary

Definition - The unlawful entry of a structure commit a felony or a theft. In New Mexico burglary is considered a {class of larceny} and a third degree felony. For the purposes of the UCR program in New Mexico, aggravated burglary is a second degree felony. Aggravated burglary is when the burglar is armed with a deadly weapon.

Motor Vehicle Theft

Definition - The theft or attempted theft of a motor vehicle (i.e., automobiles, trucks, buses motorcycles, motor scooters, etc.).

The following statistics are those reported by Carlsbad Police Department during the 1 calendar year only.

Crimes

	1993	199
Murder and Non-negligent manslaughter (Criminal Homicide)	0	0
Forcible Rape (Criminal Sexual Penetration)	0	0
Robbery	0	0
Aggravated Assault (Aggravated Battery)	1	0
Burglary	0	0
Motor Vehicle Theft	1	1
Larcenies	0	1
Unlawful Use of Telephone	0	0
Accidents (Private Property)	0	2
Vandalism	0	0
Weapon Possession	2	0

APPENDIX XVI

ADVISORY COMMITTEES

Welding Advisory Committee

This committee meets once or twice a semester usually on an informal basis and accomplishes all business needed to make the program successful. No formal minutes are recorded.

Although formal membership of the committee varies, the appropriate industries in the community consistently send a representative to the meetings.

Advisory Board for the Computer Science Program

This board meets regularly to review the needs of the board members in the local community and to update the current course/degree offerings in computer science. Besides examining the current courses offered at NMSU-C, this board also makes suggestions for industrial based training and for special topics courses offered on demand.

The following is the agenda for a recent meeting:

1. Discussion of the current computer science curriculum at NMSU-C.
2. Inform the committee on software and hardware currently available and being used at NMSU-C.
3. Ascertain hardware and software that are currently being used by the community members of the committee.
4. Determine other instructional needs of the community members in the committee.
5. Review of degree programs, update on current training needs in industry.
6. Review of course contents, update on techniques, skills needed by students in industry.

Members of the board include the following individuals:

Keith Nelson - Head of Information Systems at Westinghouse.
Tom Lichty - Director of Computer Training at Westinghouse. The computer science department at NMSU-C provides assistance in objective based computer training employees at Westinghouse.

Mary Alice London - Head of Information Systems at the Carlsbad Public Schools.
Ray Roberts - A member of an accounting firm. This firm uses computers for it's operations.
Larry Coalson - Head of Small Business Development Center. Mr. Coalson is aware of the computer needs of small businesses in the Carlsbad area.

Advisory Board for the Allied Health Program

I. Purpose

The advisory committee is a cooperative undertaking shared by the school, community and local health agencies. It provides a formal method of communication between all of the groups involved. Recognized as experts in their field the committee representatives facilitate program improvement, serve as liaison between the college and other individuals and assist with curriculum development, changes and implementation.

II. The Functions of the Advisory Committee

To become knowledgeable of the objectives for allied health programs and to assist in their implementation;

To assist in the identification of needs and priorities in the area of nursing and allied health;

To give support to the development of a quality program;

To act as liaison persons between the community and the program;

To assist in the interpretation of professional standards in program development;

To assist in identifying community health facilities and health agencies which offer potential experience for students;

To assist in the recruitment of qualified applicants;

To aid in promoting good public relations;

To encourage financial support for the program and student scholarships.

III. Organization

The advisory committee shall consist of 15 members representative of Guadalupe Medical Center, New Mexico State University at Carlsbad, the nursing profession, the medical profession, various community health facilities and the public.

Members are recommended by the nursing program director or by members of the committee and new members are appointed following acceptance of their recommendation.

Each of the following groups will have a least one representative:

Administrator of GMC
Director of Nursing GMC
Staff Development Director of GMC
GMC Nursing Service Representative
Physician (usually the chief of staff)
Public Health Department
CARC Farm
Lakeview Christian Homes of the Southwest, Inc.
Landsun Homes
NMSU-C non-nursing faculty members
NMSU-C program graduate
NMSU-C Provost or Associate Provost for Instruction
Carlsbad Foundation Director
Public Member
NMSU-C Director of Nursing

Terms of appointment will vary in length to provide continuity, yet allow diversity. The following representatives will serve two-year renewable terms.

NMSU-C non-nursing faculty members
CARC Farm
Lakeview Christian Homes of the Southwest, Inc.
Landsun Homes
GMC Nursing Service Representative
Physician (usually the chief of staff)
Public Health Department
Public Member

The following representatives will continue to serve as long as they remain in their present position. The one exception to these appointments will be one-year term served by a graduate from the preceding year.

Administrator of GMC
Director of Nursing GMC
Staff Development Director of GMC
NMSU-C Provost or Associate Provost for Instruction
Carlsbad Foundation Director
NMSU-C Director of Nursing

Advisory Board for the Communications Cluster

The Advisory Board of the Secretarial Administration Program has been meeting on a annual basis. With the recent re-organization of the academic programs to a cluster system, this committee is being restructured to include "cluster-wide" representation. This committee will begin formal meetings once membership has been finalized.

Special-Needs Review Committee

Members:

Howard Feldman, Criminologist and C.J. Teacher
Margaret Lovelace, Psychology Teacher
Chuck Ridenour, Coordinator of Learning Assistance Center
Sue Ryan-Logan, HELP Center Services Coordinator
Ruth Schnoor, Reading/Language Retraining Teacher
Linda Sowers, Nursing Teacher

Committee Responsibilities

- Meet at the beginning of a semester to review student Special-Needs requests with the coordinator.
- Make recommendations for the improvement of Special-Needs processes, services, or resources.
- Meet upon need to consider unusual or extraordinary student requests for accommodation.
- Voting or recommending as a group that particular accommodation requests be approved, denied, or referred to administration for further review.
- Meet at the end of a semester to review student evaluations of services rendered or experienced during a given semester.
- Hearing and/or considering any service - or needs related to student appeal for the purpose of decision or recommendation about the matter.

Committee Goals

- To support and assist the LAC and HELP Center services coordinators in their efforts to equalize access and learning opportunities for all Special-Needs entrants at NMSU-Carlsbad.
- To help assure that the right and needs of disabled entrants are both considered and respected as student requests for accommodation are reviewed.
- To help the Special-Needs coordinators distinguish between reasonable and unreasonable service or accommodation requests, submitted by entrants.
- To assist administrative staff by informing others about our Special-Needs services and processes here at NMSU-Carlsbad.

NCA Exhibit 94

NMSU-Carlsbad Support Services Advisory Board

(Refer to LAC Advisory Board Note in NCA Document Insert)

Since 1990, the NMSU-Carlsbad Student Support Service program affiliates have utilized an Advisory Board to assist in the areas of service or program planning, review, development, and marketing each year. Meetings of this Advisory Board are scheduled and conducted once each semester (Fall and Spring). Each meeting is agenda-based, and meeting notes are taken and distributed for later review, by committee members involved. Also - committee member suggestions are regularly considered and acted upon by college program representatives during scheduled administrative service planning and evaluation sessions.

NMSU-Carlsbad service program affiliates now served by the Advisory Board include - The Learning Assistance Center, The HELP Center (a.k.a the Single Parent/Displaced Homemakers Program), and the Career Development Center. Federal guidelines attached to the Carl Perkins Act and Amendments of 1990 require that those programs receiving support via this funding source established, maintain and utilize a Community or "User-based Advisory Board to review and evaluate program activities. While the Learning and HELP Centers at this college are supported by Carl Perkins grant funds, the Career Development Center is not. Yet, that center as well as the others mentioned benefit greatly by having a single Advisory Board to serve the three primary student services program areas at NMSU-Carlsbad. Also, the program areas mentioned are regularly involved in collaborative planning and would otherwise choose to maintain an Advisory Board in the absence of governmental requirements. The NMSU-Carlsbad Adult Basic Education Program affiliate utilizes the regular college Advisory Board to fulfill this area of need.

As established, this particular Advisory Board is very representative of the interests and needs of both the college and the local community. Among the designated members who serve in this capacity are 5 Community Service Agency representatives, 4 Business area representatives, 5 Municipal School District representatives, 1 Adult Basic Education Program representative, 3 college students (inc. 2 Special-Needs students), and 3 college administrators (see attached membership listing). Though all members are not able to attend each scheduled meeting, there is normally a substitute assigned to represent the missing member's (or area's) interests. The next scheduled meeting of this Board is now set for November 10, 1994 (Fall meeting).

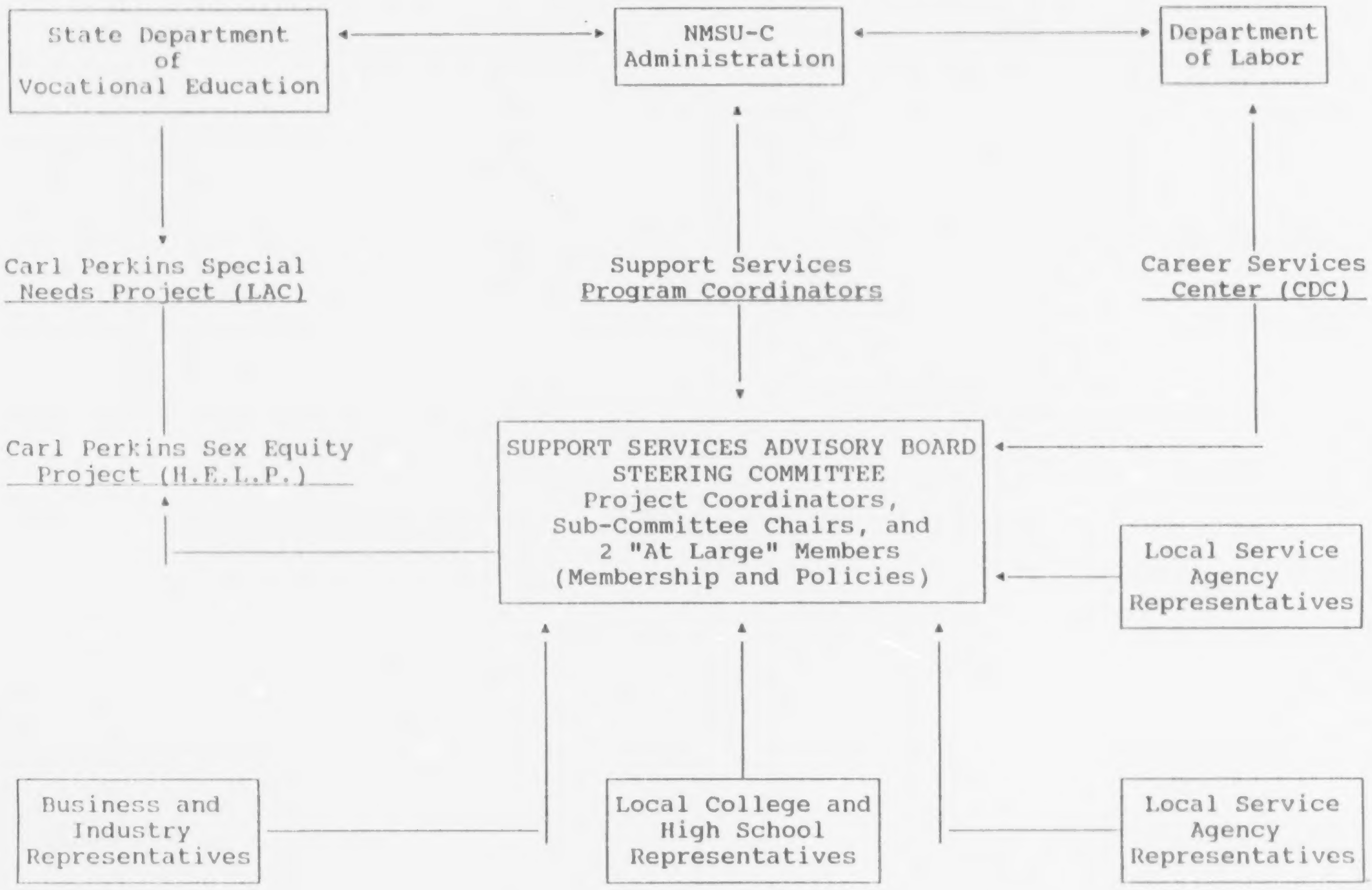
c:\Advisory

Revised, Fall 94

NMSU-C
S.S.AD.Bd.

NMSU-C SUPPORT SERVICES ADVISORY BOARD

An Organizational Chart


State Department of Vocational Education
NMSU-C Administration
Department of Labor
Carl Perkins Special Needs Project (LAC)
Support Services Program Coordinators
Career Services Center (CDC)
Carl Perkins Sex Equity Project (H.E.L.P.)
SUPPORT SERVICES ADVISORY BOARD STEERING COMMITTEE Project Coordinators, Sub-Committee Chairs, and 2 "At Large" Members (Membership and Policies)
Local Service Agency Representatives
Business and Industry Representatives
Local College and High School Representatives
Local Service Agency Representatives

Kay Bishop
lsbad Municipal
ools
N. Canyon Street
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Mr. Al Castillo
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Mr. Ron Christophers
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Loving, NM 88256

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lsbad Dept. of Dev.
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lsbad, NM 88220

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Coordinated Care Corp.
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Project Forward
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Barbara Kouba
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lsbad, NM 88220

Mr. Jose Maestas
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Dr. Marion Morris
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Dennis Rogers
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Mr. Mike Royko
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Carlsbad, NM 88220

Ms. Cindy Sepeda
P.O. Box 694
Carlsbad, NM 88220

Susan Siepel
RE Project
. Box 590
lsbad, NM 88220

Ms. Sharon Souter
Nursing Program
NMSU-Carlsbad
1500 University Drive
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Jodie Thatch
Eddy County He
Office
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Carlsbad, NM 88220

Zandra Trower
ft School
W. Lea
lsbad, NM 88220

Ms. Christa Walven

Carlsbad, NM 88220

Ms. Dovina Wilson

Carlsbad, NM 88220

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APPENDIX XVII

SCHOOL/DISTRICT TEAM: Healthy Pleasures/New Mexico State University at Carlsbad TEAM LEADER: Sonia Cowen

DESERT HIGH ACTION PLAN

GOAL 1 of 3 (Self): Implement a comprehensive wellness program on-campus that encourages all employees and students to participate in educational programs and recreational/social activities that promote a balanced focus on the importance of healthy nutrition, recreation, and attitudes in the self/individual.

OBJECTIVE 1: (Nutrition) Provide instruction in nutrition and opportunities to practice wise choices.

Action Steps:	Lead Person:	Barriers:	Ways To Handle Barriers:	Bridges:	Completion Date:
1) Nutrition instruction. a) Courses for credit. b) Courses for non-credit.	Stafford/Bell.	Attitude.	Social.	Health Benefits.	Fall 1994
2) Nutrition choices at work.	Landreth/Lara.	Attitude/cost.	Social/student & employee demand.	Community Cooperative.	Spring 1995
3) Opportunities to share food socially (with instruction - e.g. gourmet)	Cowen/(G.Dodge).	Attitude/time.	Social/newsletter.	Community Cooperative.	Spring 1995

OBJECTIVE 2: (Recreation) Provide instruction in varied recreational activities and opportunities to access activities of choice in work and social settings.

Action Steps:	Lead Person:	Barriers:	Ways To Handle Barriers	Bridges	Completion Date
Recreation Activities.	Bell.	Attitude/Embarrassment/time/interest	Social	Health Benefits/ Social Community.	Fall 1994
1) PE courses-country dancing.					
2) Weekend Recreation.	Stafford/Landreth/ Lara.	Attitude/equipment/cost/ time	Provide equipment /social.	Family and Friends.	Spring 1995
3) Work-time exercise.	Stafford/Landreth/Lara	Attitude/time/equipment.	Social/release time/ donate equipment.	Community	Spring 1995

OBJECTIVE 3: (Attitude) Promote a healthy attitude towards self and the community in which we work and learn.

Action Steps:	Lead Person:	Barriers:	Ways To Handle Barriers:	Bridges:	Completion Date:
1) Make involvement fun.	TEAM	Attitude.	1) Recreation & Social.	Faculty/Staff	Spring 1995
2) Make involvement safe.	TEAM	Attitude/fears.	2) Okay to participate/try.	Administration	Spring 1995
3. Make involvement infectious/health benefits available.	TEAM	Attitude/cost.	3) Make part of benefits/ incentives	Students	Spring 1995

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SCHOOL/DISTRICT TEAM: Healthy Pleasures/New Mexico State University at Carlsbad TEAM LEADER: Sonia Cowen

DESERT HIGH ACTION PLAN

GOAL 2 of 3 (Workplace): Implement a comprehensive wellness program on campus which encourages all employees and students to participate in educational programs and recreational/social activities which promote a balanced focus on the importance of healthy nutrition, recreation, and attitude in the campus community (i.e., inner community)

OBJECTIVE 1 (Nutrition): Provide instruction in nutrition and provide opportunities to practice wise choices for and within the campus community (workplace).

Action Steps:	Lead Person:	Barriers:	Ways To Handle Barriers:	Bridges:	Completion Date:
1) Nutrition instruction. a) Formal classes. b) Impromptu gourmet instruction/brown bags.	TEAM	Cost/attitude & interest.	Sponsor $	Community	Spring 1995
2) Nutrition choices at work available - all meetings/ vending/lunchroom	TEAM	Vendor cost.	Co-op Vendors.	Community wellness.	Spring 1995

OBJECTIVE 2: (Recreation) Provide instruction in varied recreational activities and provide opportunities to access activities of choice in work and social settings.

Action Steps:	Lead Person:	Barriers:	Ways To Handle Barriers:	Bridges:	Completion Date:
1) Provide activities to encourage relaxation and play as a group.	Bell/Stafford Landreth/Lara.	Focus on individual/self (fears)	Provide focus on group.	Students challenge faculty, etc.	Spring 1995
2) Provide activities to promote trust and playfulness among and between groups.	Bell/Stafford Landreth/Lara.		Provide stimulating/ variable activities with variable outcomes proportionate to skills/talents.	Groups engage in outdoors & community sports.	Spring 1995

OBJECTIVE 3: (Attitude) Provide opportunities to consider and alter attitudes in order to promote healthy approach to self, work, and peers.

Action Steps:	Lead Person:	Barriers:	Ways To Handle Barriers:	Bridges:	Completion Date:
1) Promote activities that satisfy psychological, educational, social, physiologic and aesthetic needs of group.	Bell/Stafford Landreth/Lara.	Cost/time.	Include in the work day/release time for those who commit to class, etc.	Insurance/work groups.	Spring 1995
2) Introduce new challenges to group to compete with other groups to build self esteem and team work.	Group leaders of respective groups.				Spring 1995

SCHOOL/DISTRICT TEAM: Healthy Pleasures/New Mexico State University TEAM LEADER: Sonia Cowen

DESERT HIGH ACTION PLAN

GOAL 3 of 3: (Community) Supplement a comprehensive wellness program both on and off - campus to encourage all employees and students to engage in educational programs and recreational/social activities to promote a balanced focus on the importance of healthy nutrition, recreation and attitude in our homes and larger community.

OBJECTIVE 1: (Nutrition) Provide instruction in nutrition and provide opportunities to practice wise choices.

Action Steps:	Lead Person:	Barriers:	Ways To Handle Barriers:	Bridges:	Completion Date:
1) Extend courses/forms to community at large.	Cowen, *et al.*	Marketing/numbers participating/cost.	Advertise/utilize community voice.	Community wellness/ Carlsbad.	Spring 1995
2) Participate in community wellness programs.	Cowen, *et al.*	Attitude of importance.	Competition by teams for school pride.	Community wellness/ Carlsbad.	Spring 1995
3) Provide opportunities for choices at all public invitational events.	Cowen, *et al.*	Attitude/cost.	Provide easy access/ promote fun/co-op vendors.	Community wellness/ Carlsbad.	Spring 1995

OBJECTIVE 2: (Recreation) Provide opportunities for instruction and participation in community events.

Action Steps:	Lead Person:	Barriers:	Ways To Handle Barriers	Bridges	Completion Date
1) Provide instruction in recreation activities.	Cowen, *et al.*	Cost/management/attitude	Marketing/social.	Community wellness/ Carlsbad.	Spring 1995
2) Provide support of community wellness activities.	Cowen, *et al.*	Cost/management.	Marketing/social.	Community wellness/ Carlsbad.	Spring 1995

OBJECTIVE 3: (Attitude) Provide opportunities to consider and alter attitudes in order to promote healthy approach to self, work, and peers.

Action Steps:	Lead Person:	Barriers:	Ways To Handle Barriers:	Bridges:	Completion Date:
1) Make involvement fun.	Bell/Landreth/Lara.	Attitude.	Social.	Full college and Carlsbad Community.	Spring 1995
2) Make involvement safe.	Stafford, *et al.*	Safety Risks.	Risk is okay/make adventure safe.	Full college and Carlsbad Community.	
3) Make involvement infectious and health incentives available.	Cowen	Attitude/cost.	Include in benefits.	Insurance/NMSU-C	Spring 1995

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Carlsbad Aquatic Center

Price options for NMSU-C's employees and students
Spring 1995

Price Option I: This first option is for the individual who finds benefit from lap swimming or working out on his or her own. The cost is $10 per month; frequency of use is noted, and once the user attends 10 or more times each month, the costs for the following month are reduced to $8. The times are listed below:

Monday - Friday		
	5:00 - 8:00 a.m.	Open Lap Swim/Workout Time
	6:00 - 8:30 p.m.	Open Lap Swim/Workout Time
	7:00 - 8:30 p.m.	General Swim
Saturday	6:00 - 9:00 a.m.	Open Lap Swim
	1:00 - 4:30 p.m.	Lap Swim/General Swim
Sunday	1:00 - 4:00 p.m.	General Swim

Price Option II: This second option is for the individual who would like to participate in some of our water aerobic or hydra-tone classes. There will be an instructor working the clients through an extensive aerobic and anaerobic program. We start off slowly, and build up to the next level of fitness in a way that accommodates the need of the individual. The cost is $18 per month; frequency of use is noted, and once theuser attends 10 or more times each month, costs for the following month are reduced to $16. Along with the times scheduled in Option I, Option II includes aerobic and hydra-tone classes at the following times:

Monday - Friday		
	8:00 - 9:00 a.m.	Aerobics
	9:00 - 10:00 a.m.	Aerobics
	10:30 - 11:30 a.m.	Aerobics
	6:15 - 7:15 p.m.	Aerobics/Hydra-tone

New Mexico State University

at Carlsbad's

Wellness Program

for

Spring 1995

1500 University Drive
Carlsbad, NM 88220
Telephone (505) 885-8831

In the Spring of 1994, NMSU-C launched its wellness initiative to offer instruction in nutrition, recreation-fitness, and healthier lifestyle choices to all employees and students of NMSU-C, as well as the Carlsbad community at-large. This brochure lists those courses, activities, and discount packages available to NMSU-C's employees and students during the Spring Semester of 1995.

New Mexico State University at Carlsbad (NMSU-C) participates in the State's *Desert High* program for educators and community leaders committed to creating and inspiring healthy work environments and lifestyles for ourselves and those we serve. To date, NMSU-C is the only postsecondary institution in New Mexico to participate in *Desert High*. Last summer, the College was represented at *Desert High* by a team of five who will serve during the 1994-95 academic year as representatives of the full and part-time faculty, classified employees, administration, and students. Those representatives are Assistant Professor Barbara Stafford, College Instructor R. Bell Glynn, Administrative Assistant Pat Landreth, Associate Provost Sonia Cowen, and Ann Brannon, student. They will serve as a campus task force to receive input from the campus at-large, to develop proposals for enhanced health and wellness programs for NMSU-C's students and employees, to implement formal instruction and special fitness initiatives, and to create an environment in which the individual contributions of employees and students alike are encouraged, recognized, and celebrated regularly. The success of any wellness initiative and program depends upon the effective and timely response to the needs of those who are served. Your suggestions and help are always welcome.

Courses and Activities for Spring 1995

Students and employees may enroll in the following wellness courses.

Spring 1995 Semester

HLS 150 ***Personal Health and Wellness*** (3 credits) will be offered to employees and students during the **Spring 1995 semester.** This course is designed to provide a holistic and multidisciplinary approach to promoting positive lifestyles. Special emphasis will be placed upon the major problems effecting personal and community health. Topics will include nutrition, stress management, fitness, aging, sexuality, drug and substance abuse. The focus of this course will be on both the development and achievement of a personal wellness and fitness program for each participant. An additional component of the course will be the development of a community plan for promoting new and/or enhancing existing wellness programs in each participant's work place and/or profession. The course will be taught by a team of faculty representing a variety of a personal fitness and wellness approaches.

students during the Spring 1995 semester.

•	PE 121S	C1 1 credit	Western Dance Course begins January 16	M	7:00-9:25 pm
	PE 130	C1 1 credit	Beginning Swimming	TTH	7:00-7:50 pm
	PE 150	C1 1 credit	Beginning Golf	TH	4:00-4:50 pm
•	PE 205	C1 1 credit	Walking Fitness Course begins January 11	MW	6:00-6:50 am
•	PE 221S	C1 1 credit	Intermediate Western Dance Course begins March 13	M	7:00-9:25 pm
	PE 230	C1 1 credit	Intermediate Swimming	TTH	7:00-7:50 pm
	PE 250	C1 1 credit	Intermediate Golf	TH	4:00-4:50 pm

• Short Course

Discount Packages For Fitness Programs

Gym

On behalf of *all* employees and students of NMSU-C, the College has negotiated discounted monthly rates for membership at the Jungle Gym in Carlsbad. All students may enroll at the Gym, without payment of an initiation fee, for a monthly rate of $26.50. All staff may enroll, upon payment of a $30 initiation fee, for $25.40 monthly. Student or staff couples may enroll, upon payment of a $35.00 initiation fee, for $32.50 per month. No minimum membership period is required for students, staff, or couples associated with NMSU-C. Please contact the Jungle Gym for details, at (505) 885-8996.

Carlsbad Aquatic Center

On behalf of *all* employees and students of NMSU-C, special rates have been negotiated with the Carlsbad Aquatic Center. The rates and times applicable to NMSU-C's employees and students are as listed on the following page. Please contact the Aquatic Center at (505) 887-2719 for additional details.

Introduction

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Courses and Activities for 1994-95

Students and employees may enroll in the following wellness courses during the 1994-95 academic year.

Fall 1994 Semester

PEP/HLS 286G ***Wellness and Lifestyle Choices*** (3 credits) will be offered to employees and students during the **Fall 1994 semester, from 5:30 p.m. to 8:20 p.m., on Wednesdays in Room 153.** R. Bell Glynn and guest lecturers from different dimensions of the wellness field and industry will instruct the class. The course is designed to provide a multidisciplinary approach to making wise choices as they relate to achieving and maintaining wellness in our personal and professional lives. Participants will be introduced to nutrition education, a variety of recreational-fitness activities, stress-reduction techniques, and plans for making a life-long commitment to participate actively in a specific fitness program.

The following physical education courses will also be open to employees and students during the Fall 1994 semester:

PE 121 Western Dance (1 credit) 7 - 9:25 p.m. Mondays, beginning Oct. 31, 1994
PE 130 Beginning Swimming (1 credit) 7 - 8:00 p.m. Tues./Thurs.
PE 150 Beginning Golf (1 credit) 4:10 - 5:10 p.m. Thursdays
PE 230 Intermediate Swimming (1 credit) 7 - 8:00 p.m. Tues./Thurs.
PE 250 Intermediate Golf (1 credit) 4:10 - 5:10 p.m. Thursdays
PE 260 Sports Skills/Table Tennis (1 credit) 5:30 - 6:20 p.m. Tuesdays

Spring 1995 Semester

HLS 150 ***Personal Health and Wellness*** (3 credits) will be offered to employees and students during the **Spring 1995 semester.** This course is designed to provide a holistic and multidisciplinary approach to promoting positive lifestyles. Special emphasis will be placed upon the major problems effecting personal and community health. Topics will include nutrition, stress management, fitness, aging, sexuality, drug and substance abuse. The focus of this course will be on both the development and achievement of a personal wellness and fitness program for each participant. An additional component of the course will be the development of a community plan for promoting new and/or enhancing existing wellness programs in each participant's work place and/or profession. The course will be taught by a team of faculty representing a variety of a personal fitness and wellness approaches.

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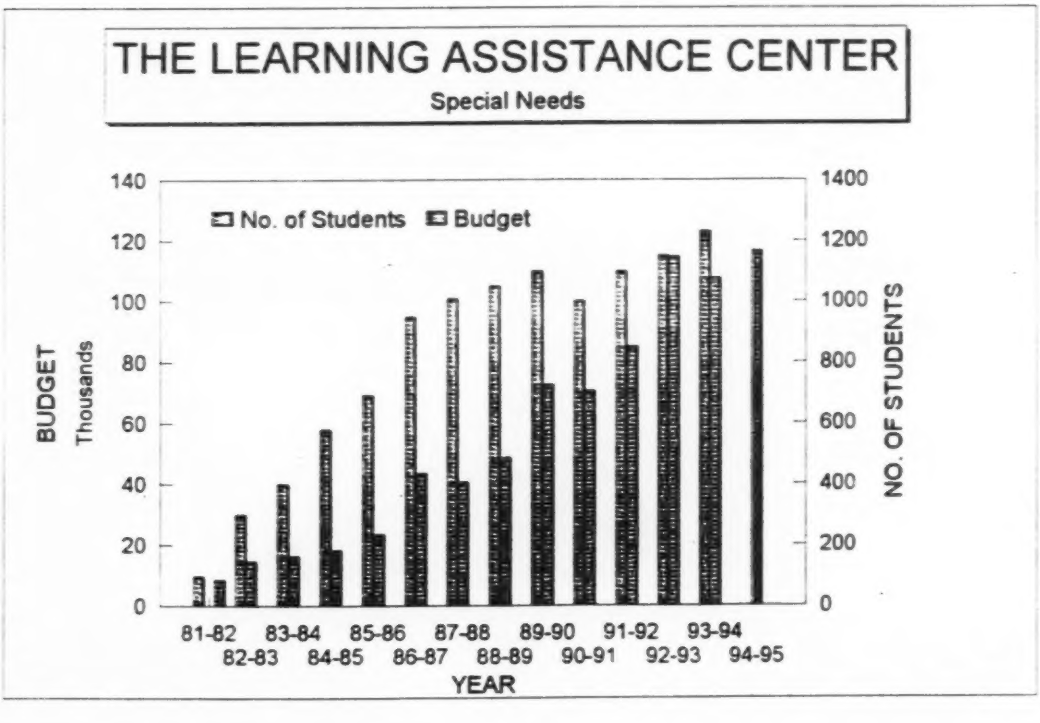
APPENDIX XVIII

THE LEARNING ASSISTANCE CENTER

YEAR	NO. OF STUDENTS	BUDGET
81-82	98	$8,526
82-83	300	$14,768
83-84	400	$16,478
84-85	580	$18,357
85-86	692	$23,567
86-87	950	$43,498
87-88	1,010	$40,719
88-89	1,050	$48,717
89-90	1,099	$72,633
90-91	1,000	$70,593
91-92	1,099	$85,157
92-93	1,150	$114,558
93-94	1,229	$107,596
94-95	In Progress	$116,508



Learning Assistance Center Services are co-sponsored by NMSU and the State Department of Vocational Technical Education.